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ABSTRACT

This report of the Committee on Admission and Retention of Students is part of Phase III of the Illinois Statewide Plan for Higher Education. Part I examines student retention and attrition and attempts to provide information on (1) student persistence in educational programs entered, (2) trends in the holding power of institutions, (3) reasons why students discontinued their education, and (4) the degree of satisfaction or dissatisfaction with their educational experience. Part II explores the characteristics of the 1967 freshman class of the State's colleges and universities, including personal characteristics, family background, educational background, and activities beyond high school. Part III describes the survey of admission policies and practices at the State's colleges and universities in 1968-69. The questionnaires used in the surveys and some composite results are included in the appendix. (AF)

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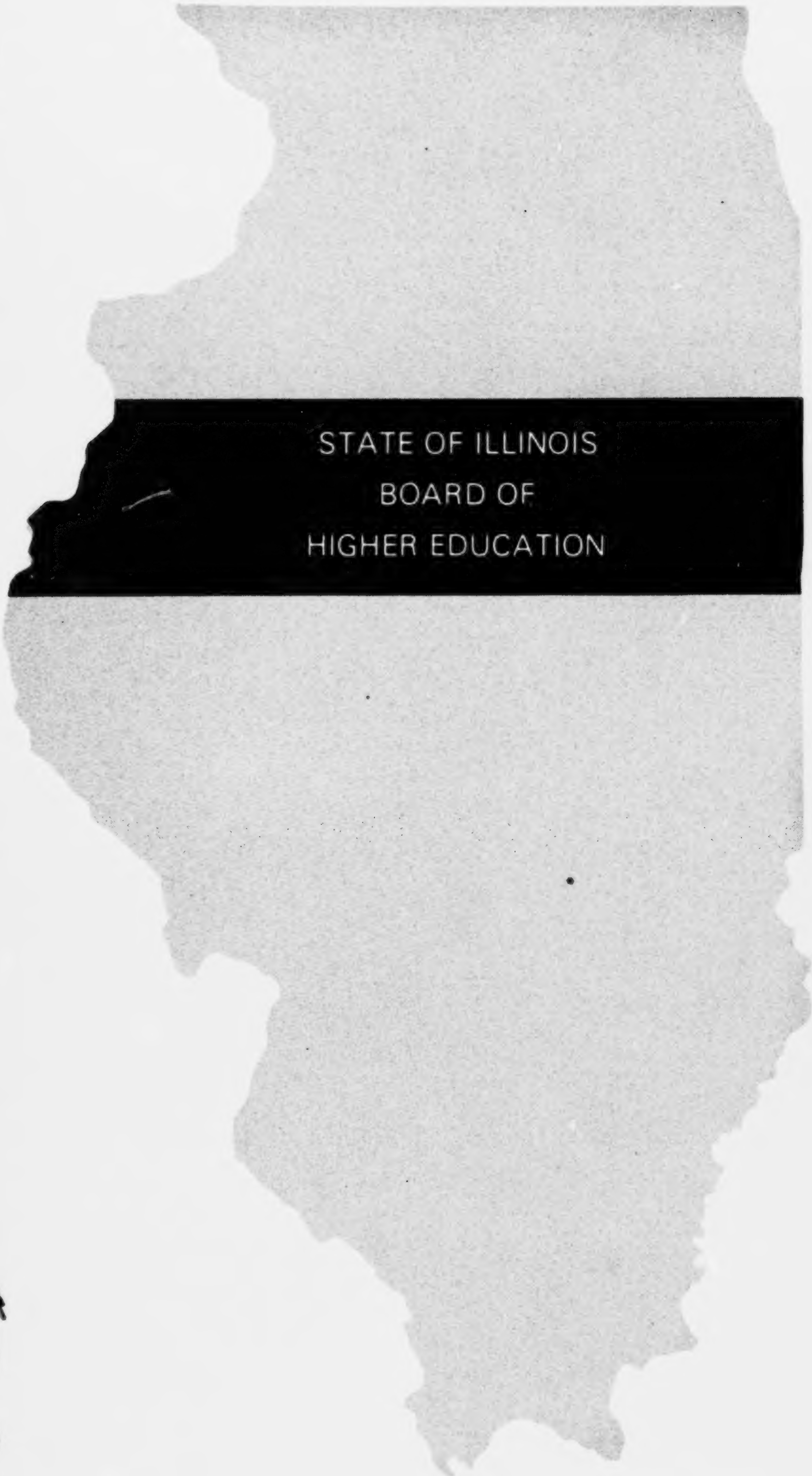

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ADMISSION AND RETENTION OF STUDENTS

MASTER PLAN
PHASE III
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JUNE, 1969

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ADMISSION AND RETENTION OF STUDENTS

A report to the Board of Higher Education for its use in developing "Master Plan, Phase III" for higher education in Illinois. This report is the work of the study committee and is NOT the work of the Board or its staff.

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PART I

STUDENT RETENTION AND ATTRITION AT ILLINOIS COLLEGES AND UNIVERSITIES

A STUDY OF THE 1960 AND 1965 FRESHMAN CLASSES

A Report to the Illinois Board of Higher Education from Committee B—Admission and Retention of Students—prepared by the Task Force on Student Retention: Charles E. Warwick, Chairman; James W. Jeanguenat; and Richard M. Swank (to 9/1/68).

I. FINDINGS ON STUDENT RETENTION AND ATTRITION

1. Students have exhibited considerable long-term persistence in obtaining bachelors' degrees. In four-year institutions, 44.7 per cent of the students had earned bachelors' degrees at the institutions first entered after seven years compared with 30.3 per cent after four years. When bachelors' degrees earned by students who had transferred were counted, the real graduation rate was about 64 per cent over a seven-year span.

2. Male students showed more persistence than female students in obtaining degrees after transferring. Of the male respondents who either were dismissed or withdrew from the institutions of their first enrollment, 35.9 per cent indicated that they did eventually graduate with a bachelor's degree within a seven-year span, whereas 31.8 per cent of the female respondents so indicated.

3. The graduation rate for nonpublic institutions was significantly higher than it was for public institutions. For example, 54.8 per cent of 1960 freshmen attending nonpublic universities received bachelors' degrees after a seven-year period compared to 40.6 per cent of the public university students; however, for the nonpublic senior institutions, women had a higher rate of persistence than men.

4. Of those students who had left their original schools, 36.1 per cent eventually earned bachelors' degrees.

5. Of the 1960 group, 19.8 per cent expressed feelings of dissatisfaction and restlessness as an important factor in withdrawals. Many other students also cited dissatisfaction with the general environment and lack of clearly defined goals as reasons for leaving college.

6. There were some differences between the 1960 and 1965 groups concerning the reasons why they withdrew from the colleges or universities of their first enrollment. Of the male withdrawals from the 1965 group, 16.2 per cent were enlisted in military service compared with 7.4 per cent of the 1960 male group. Dissatisfaction with the general environment increased from 24.5 per cent of the total group in 1960 to 32.4 per cent for the 1965 group. Also, dissatisfaction with instruction and teaching methods was cited as the reason for leaving a given institution by 18.5 per cent of the 1965 students who withdrew compared with 12.2 per cent of the 1960 group.

7. Most students who withdrew or were dismissed either reenrolled at another college (41.1%) or went to work (43.4%). The only major difference between men and women in reasons for withdrawal occurred when comparing the marriage (high for women) and military service (high for men) categories.

8. The comparison of written free responses between the 1960 and the 1965 class respondents regarding the reasons why they had left the institutions of their first enrollment indicated some interesting differences. The members of the 1960 group were primarily concerned with the present and future and were inclined to take personal responsibility for leaving school and for their life situations in general.

   By contrast, the 1965 group attributed more of their problems to the institutions themselves. These respondents expressed little acceptance of their situations and showed resentment or rebelliousness toward their life situations. However, the disparity in maturity and length of time since leaving college between the 1960 and 1965 groups may have been factors affecting attitudinal differences.

II. RECOMMENDATIONS ON STUDENT RETENTION AND ATTRITION

1. The Illinois Board of Higher Education at regular intervals should conduct an analysis of student flow among all Illinois institutions as a planning aid for reviewing present post high school educational facilities and programs and for developing new resources that will better meet the needs of our populace in the most economical manner.

2. The Student Information Questionnaire used in this study should be tested and validated further in order that the findings of future studies can be used for predictive as well as for descriptive purposes.

3. Each Illinois college and university should undertake a self-study to determine how it can make its educational offerings more relevant and more attractive to its students.

4. Each college and university in the state should attempt to determine those nonintellective factors of applicants that significantly affect a student's adjustment to the campus. If these factors can be isolated, they could be of assistance in making admission and counseling decisions.

5. Any future statements concerning the retention and graduation rates from Illinois institutions of higher learning should take into consideration the *long-term persistence* of students in achieving their educational objectives: many of them often attend two or more colleges or universities in the process.

III. DESCRIPTION OF THE STUDY OF STUDENT RETENTION AND ATTRITION

The study on retention was designed to provide information in several areas: (1) student persistence in educational programs entered, (2) trends in the "holding power" of institutions, (3) reasons why students discontinued their education, and (4) the degree of satisfaction and/or dissatisfaction with their educational experience.

This study was the result of a cooperative effort between the Illinois Association of Collegiate Registrars and Admissions Officers and Committee B, the Committee on Admission and Retention of Students.

It was designed as a follow-up of a similar 1962 study on 1958 freshmen. The earlier study was conducted to determine

> . . . . the present procedures relating to the admission of students, explore the possibilities of various forms of selective admissions, and to analyze the impact of such screening of applicants on the public welfare. It will also describe the ability level of students, the standards used by institutions of higher education to determine academic good standing, and the conditions which cause high dropout rates. The work of this committee will involve consideration of out-of-state admissions, problems of students transferring from junior colleges, and problems of articulation with the high school.

The 1962 Study

A review of the 1963 Committee B report revealed that only 21.8 per cent of the freshmen who entered Illinois state universities in the fall of 1958 had graduated four years later from the same institutions. At two-year public colleges only 48.1 per cent of the students continued beyond the first year. The 1963 report did point out, however, that although the graduation rate from the state universities ranged from 19.6 per cent to 30.4 per cent, these same institutions had a 45.5 per cent to 62 per cent rate of graduation when comparing the number of students graduating in June, 1962, with the number of students who enrolled as freshmen four years earlier. The report concluded that

> . . . . this illustrated the fact that graduation output is considerably above the ordinary retention figures and that four-year institutions are involved to a significant extent with the educating and graduating of inter-institutional transfer students and with their own native students who continue on a part-time sporadic rather than full-time, regular progression basis.

The 1968 Study

Each institution that participated in the present study provided Committee B with retention information concerning their beginning freshman classes in the fall of 1960 and 1965 (see Appendix A), along with the names and last known home addresses of their students who left before completing any program of study.

It should be noted that this was more than a study of college "dropouts." Many of the respondents had completed their educational objectives when they "withdrew" from the institutions of first enrollment. A substantial proportion went to other institutions and earned one or more degrees. These students were asked to fill out the Student Information Questionnaire (see Appendix A) to determine why they had left the schools that they first attended and what subsequent educational achievements and aspirations they had. One "follow-up" mailing was made to students who did not return the questionnaire. The data received from each institution and the returns on the student questionnaires were the basic documents used in this study.

The 1960 Study Group

A total of 70 of 97 eligible institutions and campuses participated in the 1960 phase of the study. Questionnaires were sent to 8,065 (46%) of those students designated by cooperating institutions. Many inquiries were returned unclaimed due to changes of address. More than 25 per cent did respond; and 1,936 questionnaires (23.7%) were processed.

The 1965 Study Group

A total of 81 from 110 eligible colleges and universities cooperated in the study. Of the 8,894 students in the 1965 group (43.5% of those eligible), 3,560 returns (40%) were processed.

IV. COLLEGE PERSISTENCE

One question not covered in the original Committee B report of 1962 has been studied in this report: How great is the persistence of students in obtaining a degree beyond the normal length of time for such an achievement? Are junior college students who have not obtained an associate degree in two years likely to reach their goal eventually? Are senior college students who have not obtained a bachelor's degree in four years likely to do so in due time?

Degree Persistence of Native Students

Both Tables I-1 and I-2 strongly indicate that students persist for a considerable period of time to achieve a desired educational goal. Table I-1 shows that 30.2 per cent of the public junior college students earned an associate degree over a seven-year period compared to 20.6 per cent over a two-year period, an increase of 50 per cent. Many nonpublic junior college students also completed their work sometime between the second and seventh year after starting their college careers.

TABLE I-1

SUMMARY OF 1960 ILLINOIS JUNIOR COLLEGE CUMULATIVE GRADUATION RATES [a]

Type	Fresh-men	Number and Percentage of Graduates								Nongraduates	
		Before June 1962		Incl. June 1962		Incl. June 1963		Incl. June 1967			
		No.	%	No.	%	No.	%	No.	%	No.	%
Public	5,476	23	0.5	1,125	20.6	1,523	27.9	1,651	30.2	3,825	69.8
Nonpublic	553	--	---	204	36.9	222	40.2	251	45.4	302	54.6
Total	6,029	23	0.4	1,329	22.0	1,745	28.9	1,902	31.6	4,127	68.4

[a] 1965 summaries are included in Table I-5.

In four-year schools as shown in Table I-2, 44.7 per cent of the 1960 freshmen had earned a baccalaureate degree from the first school entered after seven years compared to 30.2 per cent after four years. When the bachelors' degrees earned by students who transferred to another institution were added to those earned at the first school entered, the total graduation rate for the 1960 freshman group was about 64 per cent over a seven-year span.

Tables I-1 and I-2 for 1960 freshmen indicate that the graduation rate was higher from nonpublic institutions than from public institutions. This was the case at both the junior and senior schools. For example, 45.1 per cent of the students attending nonpublic junior colleges receive an associate degree after a seven-year period compared to 30.1 per cent of the students attending public junior colleges. At the senior university level, 54.8 per cent of the students attending nonpublic institutions graduated from the first college entered after a seven-year period compared to 40.6 per cent of the public university students (see Table I-3).

TABLE I-2

SUMMARY OF 1960 ILLINOIS SENIOR COLLEGE AND UNIVERSITY CUMULATIVE GRADUATION RATES [a]

Type	Freshmen	Number and Percentage of Graduates								Nongraduates			
		Before June 1964		Incl. June 1964		Incl. June 1965		Incl. June 1967		Still Enrolled		Not Enrolled	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Public Senior	475	91	19.2	114	24.0	143	30.1	159	33.5	16	3.4	300	63.1
Public Univ.	13,260	446	3.4	3,184	24.0	4,755	35.8	5,397	40.6	134	1.1	7,729	58.3
Nonpublic Senior	5,275	239	4.5	1,963	37.2	2,227	42.2	2,364	44.8	43	0.8	2,868	54.4
Nonpublic Univ.	5,848	127	2.2	2,303	39.4	3,020	51.7	3,202	54.8	136	2.3	2,510	42.9
Total	24,858	903	3.4	7,564	30.3	10,145	40.8	11,122	44.7	329	1.4	13,407	53.9
Total Senior	5,750	330	5.7	2,077	36.1	2,370	41.2	2,523	43.9	59	1.0	3,168	55.1
Total Univ.	19,108	573	3.0	5,487	28.7	7,775	20.7	8,599	45.0	270	1.4	10,239	53.6
Total Public	13,735	537	3.9	3,298	24.0	4,898	35.6	5,556	40.4	150	1.1	8,029	58.5
Total Nonpublic	11,123	366	3.3	4,266	38.4	5,247	47.2	5,566	50.0	179	1.6	5,378	48.4

[a] 1965 summaries are included in Table I-5.

TABLE I-3

DEGREE PERSISTENCE OVER A SEVEN-YEAR PERIOD: STUDENTS WHO LEFT THE INSTITUTION OF THEIR FIRST ENROLLMENT

(1960 Illinois College Freshmen)

Type of Institution	Men			Women			Total		
	Respondents	No. of Degrees Earned	Rate	Respondents	No. of Degrees Earned	Rate	Respondents	No. of Degrees Earned	Rate Total
Two-year colleges									
Dismissals	23	2	8.7%	10	0	0.0%	33	2	6.0%
Withdrawals	84	26	30.9%	49	6	12.2%	133	32	24.0%
Public Senior Institutions									
Dismissals	367	103	28.1%	150	26	17.3%	517	129	24.9%
Withdrawals	260	112	43.1%	361	90	24.9%	621	202	32.5%
Nonpublic Senior Institutions									
Dismissals	71	22	31.0%	33	6	18.2%	104	28	26.9%
Withdrawals	200	96	48.0%	317	165	52.1%	517	261	50.4%
Total	1005	361	35.9%	920	293	31.8%	1925	654	33.9%

The beginning freshman class of 1965 showed the same persistence trends as did the class of 1960 (see Tables I-4 and I-5). That is, the attrition rate at nonpublic institutions was lower than at public institutions. For example, of the 1965 freshmen, 31 per cent of the students in the nonpublic universities were no longer enrolled in the spring of 1967 compared to 41 per cent of the group in the public universities.

TABLE I-4

SUMMARY OF 1960 ILLINOIS FRESHMAN INSTITUTIONAL PARTICIPATION AND ENROLLMENT DATA

(1960–67 by Number and Percentage)

Type of Institution	Eligible	In Study	%	Received Rosters No.	Received Rosters %	Enrollment Data From Participants Enrolled 1960	Enrollment Data From Participants Disenrolled by June 1967	%
Public J.C.	21	17	80.9	15	71.4	5,476	3,825	69.85
Public Senior	1	1	100.0	1	100.0	475	300	63.15
Public Univ.	7	7	100.0	7	100.0	13,260	7,729	58.28
Public Total	29	25	86.2	23	79.3	19,211	11,854	61.70
Nonpublic J.C.	8	6	75.0	6	75.0	553	302	54.61
Nonpublic Senior	51	31	60.7	28	54.9	5,275	2,868	54.36
Nonpublic Univ.	9	8	88.9	7	77.8	5,848	2,510	42.92
Nonpublic Total	68	45	66.2	41	60.3	11,676	5,680	48.64
TOTAL - Public & Nonpublic	97	70	72.2	64	66.0	30,887	17,534	56.76

TABLE I-5

SUMMARY OF 1965 ILLINOIS FRESHMAN INSTITUTIONAL PARTICIPATION AND ENROLLMENT DATA [a]

(1965–67 by Number and Percentage)

Type of Institution	Eligible	In Study	%	Received Rosters No.	Received Rosters %	Enrollment Data From Participants Enrolled Fall 1965	Enrollment Data From Participants Disenrolled by June 1967	%
Public J.C.	27	22	81.5	20	74.1	8,507	4,443	52.22
Public Senior	2	2	100.0	2	100.0	1,055	408	38.67
Public Univ.	8	8	100.0	8	100.0	25,013	10,312	41.22
Public Total	37	32	86.5	30	81.1	34,575	15,163	43.85
Nonpublic J.C.	11	8	72.7	8	72.7	1,700	795	46.76
Nonpublic Senior	53	33	62.3	30	56.6	6,698	2,526	37.71
Nonpublic Univ.	9	8	88.9	7	77.8	6,379	1,970	30.88
Nonpublic Total	73	49	67.1	45	61.6	14,795	5,290	35.75
TOTAL - Public & Nonpublic	110	81	73.6	75	68.2	49,370	20,453	41.42

[a] Included both junior colleges and senior institutions.

The greatest attrition occurred in the public junior colleges where 52 per cent were no longer enrolled during the spring term of the second year. However, it should be pointed out that not only do the public junior colleges serve transfer-oriented students but also they serve as technical-vocational institutes and part-time learning centers for adults and, in general, provide for the educational needs of the entire community.

Degree Persistence of Students Who Withdrew from Institutions First Attended

The preceding material in this chapter dealt with the persistence rates of students at the institutions they first attended. It did not take into account the possibility that a student who leaves one institution may eventually earn a degree from another college or university. The follow-up questionnaire to the students who did leave their original schools indicated that a significant number did, in fact, obtain a degree at another school as shown in Table I-6.

Of the students who left their original schools and who responded to the questionnaire, 36.1 per cent indicated that they did earn at least a bachelor's degree (see Table I-6). Consequently, it is estimated that 64 per cent of the beginning freshman students of 1960 in senior colleges and universities had received a bachelor's degree by June, 1967. The percentage of students who eventually get a degree may be even higher since 1.3 per cent of the students who had not obtained a degree from their original institutions indicated that they were still in attendance at other schools and were still working toward a degree. Furthermore, there is a small percentage of students who have returned to their original institutions and are also still pursuing a degree.

TABLE I-6

HIGHEST DEGREE EARNED BY 1960 ILLINOIS COLLEGE FRESHMEN WHO DISCONTINUED STUDY AT THE INSTITUTION ORIGINALLY ENTERED

Degree Earned	Percentage of Respondents Who Earned Degrees								
	Dismissed			Withdrew			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
No Degree	66.2	78.5	69.9	53.1	60.2	57.1	59.1	64.0	61.4
Associate's	5.1	2.6	4.4	1.5	1.7	1.6	3.1	1.8	2.5
Bachelor's	24.4	16.8	22.2	32.2	30.1	31.0	28.7	27.3	28.0
Master's	3.1	--	2.2	7.9	5.2	6.4	5.7	4.1	5.0
Doctorate	0.7	2.1	1.1	2.9	0.4	1.5	1.9	0.8	1.4
Other	0.5	--	0.3	2.4	2.4	2.4	1.5	2.0	1.7
Number of Respondents	450	191	641	544	728	1272	994	919	1913

A truncated, but similar, persistence pattern emerges for the 1965 beginning freshman group (Table I-5). Although 41.4 per cent of this group had left their first school within two years, 53.9 per cent of them were reenrolled and working toward a degree (see Table I-13). Approximately 74.7 per cent, including those currently enrolled, still planned to obtain a degree. As a group, 80.9 per cent of the original 1965 freshman class were still enrolled or had reenrolled. Only 9.8 per cent indicated that they did not plan to earn a degree eventually.

V. REASONS WHY STUDENTS WITHDREW

A major focus of this study was to learn why students left their institutions of first enrollment. Table I-7 summarizes the results of the questionnaire which was sent to the students who had left their original schools.

The 1960 group expressed that feelings of dissatisfaction and restlessness were important factors affecting withdrawals. Other than the specific concerns of inability to obtain one's desired program of study and lack of financial resources, students expressed dissatisfaction with the general institutional environments and a lack of clearly defined goals. The female students had one other major reason for withdrawal—marriage (see Table I-7).

TABLE I-7

REASONS REPORTED MOST FREQUENTLY AS PRIMARY OR IMPORTANT
IN WITHDRAWAL FROM COLLEGE BY 1960 AND 1965
ILLINOIS COLLEGE FRESHMEN
(Does Not Include Students Dismissed)

Primary or Important	1960 Percentages			1965 Percentages		
Reason for Withdrawal	Men	Women	Total	Men	Women	Total
Could not get desired program of studies.	22.2	17.0	19.3	25.0	23.1	23.9
Dissatisfied with instructors or teaching methods.	13.8	11.0	12.2	17.1	19.6	18.5
Dissatisfied with general environment.	23.0	25.8	24.6	31.6	33.2	32.4
Married and could not continue.	9.2	26.8	19.3	4.7	19.0	12.5
Change of vocational goal new curriculum required.	18.2	15.9	16.9	17.1	12.3	14.5
Lack of funds or financial problems.	28.5	25.1	26.6	24.5	25.6	25.0
Enlisted in military services.	7.4	0.3	3.3	16.2	0.5	7.5
No clearly defined goal.	22.6	7.0	15.6	20.9	15.7	18.0
Restless or unsettled.	25.4	15.7	19.8	27.7	22.0	24.6
Number of Respondents	544	728	1272	1070	1303	2373

Differences Between the 1960 and 1965 Groups

There were some differences between the 1960 and 1965 groups concerning the reasons why they withdrew from the institutions of their first enrollment. Of the male withdrawals from the 1965 group, 16.2 per cent had enlisted in the military services compared with only 7.4 per cent of the 1960 males. Dissatisfaction with the general environment increased from 24.6 per cent for the total group in 1960 to 32.4 per cent for the 1965 group. Of the 1965 group, 25 per cent reported restlessness and unsettledness compared with 20 per cent of the 1960 group. Marriage seemed to be a lesser reason for discontinuing school in 1965 than it was in 1960. Dissatisfaction with instructors and teaching methods was given as a reason for quitting their schools by 18.5 per cent of the 1965 students who withdrew compared with 12.2 per cent of the 1960 group.

As far as sex differences in reasons for withdrawing were concerned, marriage and military service stood out. Women reported having left school for reason of marriage three times as frequently as men, while enlistments in the military services as a reason for leaving school were reported almost exclusively by men. In addition, men tended to express more trouble in defining their goals than did women. On the average, more men reported restlessness and unsettledness than did women, but this difference was one half as great for the 1965 group as for the 1960 group of respondents.

Major Activity During First Term After Withdrawal

What are students likely to do immediately after leaving the institutions of their first enrollment? Is there any difference between dismissed and voluntarily withdrawn students? Is there a different pattern between men and women? Tables I-8 and I-9 may offer the answers to these questions.

TABLE I-8

MAJOR ACTIVITY DURING FIRST TERM AFTER COLLEGE ATTENDANCE
BY 1960 ILLINOIS COLLEGE FRESHMEN
(Analysis by Withdrawal Status and Sex)

	Percentage of Responses by Withdrawal Status								
	Dismissed			Withdrew			Total		
Activity	Men	Women	Total	Men	Women	Total	Men	Women	Total
Attended another School	31.3	20.0	30.6	47.2	45.9	46.5	40.1	42.3	41.1
Worked	55.4	58.6	56.3	39.5	35.0	36.9	46.7	39.9	43.4
Military Services	9.3	1.1	6.9	9.4	---	4.0	9.4	0.2	5.0
Married	0.2	7.3	2.3	0.7	15.9	9.4	0.5	14.2	7.2
Other	3.8	4.2	3.9	2.6	2.6	2.6	3.1	2.9	3.0
Number of Respondents	450	191	641	544	728	1272	994	919	1913

TABLE I-9

MAJOR ACTIVITY DURING FIRST TERM AFTER COLLEGE ATTENDANCE
BY 1965 ILLINOIS COLLEGE FRESHMEN
(Analysis by Withdrawal Status and Sex)

	Percentage of Responses by Withdrawal Status								
	Dismissed			Withdrew			Total		
Activity	Men	Women	Total	Men	Women	Total	Men	Women	Total
Attended another School	39.6	31.0	36.6	53.1	42.2	47.6	47.5	39.5	43.6
Worked	36.7	62.7	45.8	25.4	41.1	34.3	30.1	46.3	37.9
Military Services	21.5	---	14.0	16.9	0.5	7.9	18.8	0.4	9.9
Married	0.5	5.3	2.2	1.0	11.9	7.1	0.8	10.3	5.4
Other	1.7	1.0	1.4	3.6	4.3	4.1	2.8	3.5	3.2
Number of Respondents	770	417	1187	1070	1303	2373	1840	1720	3560

In the 1960 group, the overwhelming majority of withdrawn or dismissed students either reenrolled at another college (41.1%) or went to work (43.4%). As might be expected, a higher percentage of dismissed students went to work than did withdrawn students. On the other hand, a higher percentage of withdrawn students reenrolled in another institution than did dismissed students. For entry into military service, it made no difference whether a male student had withdrawn voluntarily from school or had been dismissed. However, a girl who withdrew from college was twice as likely to be married as the girl who was dismissed.

With a few exceptions, the pattern of activity for the 1965 group was fairly similar to that of the 1960 group. However, a higher percentage of the 1960 group went to work than of the 1965 group. As could be expected, a higher percentage of the 1965 males went into military service. Going to another school was somewhat more frequently reported, and getting married was somewhat less frequently reported by the 1965 group than by the 1960 group.

VI. REENROLLMENT

Frequency of Enrollment at Institution of First Enrollment

A subsidiary question in connection with this study applied to the frequency with which a withdraw or dismissed student would return to the college or university of his first enrollment. Tables I-10 and I-1 provide this information.

TABLE I-10

FREQUENCY OF ENROLLMENT AT INSTITUTION ORIGINALLY
ENTERED BY 1960 ILLINOIS COLLEGE FRESHMEN
WHO WERE DISENROLLED BY SPRING, 1967
(Analysis by Withdrawal Status and Sex)

Enrollment & Reenrollment	Percentage								
	Dismissed			Withdrew			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Once	77.7	86.8	80.4	83.2	86.5	85.1	80.7	86.6	83.5
Twice	16.9	11.1	15.2	14.1	10.6	12.1	15.4	10.7	13.1
Three Times	5.4	2.1	4.4	2.7	2.9	2.8	3.9	2.7	3.4
Number of Respondents	443	189	632	518	699	1217	961	888	1849

TABLE I-11

FREQUENCY OF ENROLLMENT AT INSTITUTION ORIGINALLY
ENTERED BY 1965 ILLINOIS COLLEGE FRESHMEN
WHO WERE DISENROLLED BY SPRING, 1967
(Analysis by Withdrawal Status and Sex)

Enrollment & Reenrollment	Percentage								
	Dismissed			Withdrew			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Once	88.4	88.7	88.5	88.9	88.6	88.7	88.7	88.6	88.6
Twice	10.8	9.3	10.3	9.6	9.7	9.6	10.7	9.6	9.9
Three Times	0.8	2.0	1.2	1.5	1.7	1.6	1.2	1.8	1.5
Number of Respondents	758	407	1165	1032	1280	2312	1790	1687	3477

Of the 1960 group, 16.5 per cent reenrolled at the institutions of first enrollment. The frequenc of return was somewhat greater with the dismissed group than with the withdrawn group. The reenrollme rate of the 1965 group was less than that of the 1960 group, but this result may be due to the fact that greater length of time had elapsed with the 1960 beginning freshman class.

Institutions of Second Entry

What types of institutions do dismissed and withdrawn students enter? Are there any differenc in enrollment patterns between men and women? Has there been any noticeable change in trends betwe the 1960 and 1965 groups? Tables I-12 and I-13 report some useful information in connection with the questions.

TABLE I-12

INSTITUTION OF SECOND ENTRY FOR 1960 ILLINOIS COLLEGE FRESHMEN WHO DISCONTINUED STUDY AT THE INSTITUTION ORIGINALLY ENTERED

Type of Institution	Percentage of Transfers								
	Dismissed			Withdrew			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Nonpublic Two-year	0.6	0.6	0.6	---	---	---	0.3	0.2	0.2
Public Two-year	7.6	3.9	6.4	6.3	3.5	4.6	6.9	3.6	5.3
Nonpublic Four-year	5.7	3.2	4.9	6.9	2.8	4.5	6.3	2.9	4.6
Public Four-year	12.4	3.9	9.6	12.2	6.0	8.5	12.3	5.5	8.9
Specialized	13.1	5.7	10.6	13.4	3.7	7.7	13.2	4.1	8.8
Total in Attendance	39.4	17.3	32.1	38.8	16.0	25.3	39.1	16.3	27.8
Total Not in Attendance	60.6	82.7	67.9	61.2	84.0	74.7	60.9	83.7	72.2
Number of Respondents	450	191	641	544	728	1272	994	919	1913

TABLE I-13

INSTITUTION OF SECOND ENTRY FOR 1965 ILLINOIS COLLEGE FRESHMEN WHO DISCONTINUED STUDY AT THE INSTITUTION ORIGINALLY ENTERED

Type of Institution	Percentage of Transfers								
	Dismissed			Withdrew			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Nonpublic Two-year	3.5	2.2	3.0	0.6	0.6	0.7	1.8	1.0	1.4
Public Two-year	11.0	14.6	12.3	7.0	4.9	5.9	8.7	7.3	8.0
Nonpublic Four-year	13.3	7.8	11.3	15.3	10.3	12.5	14.4	9.7	12.1
Public Four-year	13.5	10.5	12.5	33.3	27.1	29.9	25.0	23.1	24.1
Specialized	10.1	7.6	9.2	9.6	6.4	7.8	9.8	5.7	8.3
Total in Attendance	51.3	42.7	48.3	65.7	49.4	56.8	59.7	47.8	53.9
Total not in Attendance	48.7	57.3	51.7	34.3	50.6	43.2	40.3	52.2	46.1
Number of Respondents	770	417	1187	1070	1303	2373	1840	1720	3560

In the 1960 group, public four-year institutions and specialized schools were the most popular transfer alternatives. Public junior colleges were less frequently selected as schools of second entry than were public four-year institutions. For example, 9.6 per cent of the dismissed students entered four-year institutions compared with 6.4 per cent who entered public junior colleges. However, there were fewer junior colleges in operation for the 1960 group to select compared with the number open to the 1965 group. The Master Plan for higher education in Illinois, which strongly influenced the development of public junior colleges, was not implemented until 1965.

In the 1965 group, the most significant fact was the large number (30%) of withdrawn students who had entered four-year public institutions (including both colleges and universities). Only 6 per cent of the withdrawn students were in public junior colleges.

Transfers to Junior Colleges

What types of programs are entered by students who transfer from their original institutions to junior colleges? Do they go into transfer programs, or do they tend to participate in some type of terminal course of study?

By far the most frequently selected program for these students was the transfer program. In the 1965 group, 74.4 per cent of the dismissed group went into a transfer program. This preference was considerably more pronounced for the men among students who had withdrawn. Only 41.9 per cent of the women in this group pursued a transfer program compared with 63.7 per cent of the men (see Tables I-14 and I-15).

TABLE I-14

TYPE OF PROGRAM ENROLLMENT FOR THOSE 1960 ILLINOIS COLLEGE FRESHMEN DISENROLLED FROM THE INSTITUTION ORIGINALLY ENTERED AND REENROLLED IN A JUNIOR COLLEGE DURING SPRING TERM, 1967

Type of Jr. College Prog.	Percentage								
	Dismissed			Withdrew			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Transfer Program	54.3	25.0	46.8	41.4	55.6	46.8	48.4	43.3	46.8
Vocational Program	14.3	16.7	14.9	24.1	5.5	17.0	18.8	10.0	16.0
Adult Education	8.6	25.0	12.8	6.9	27.8	14.9	7.8	26.7	13.8
Other	22.8	33.3	25.5	27.6	11.1	21.3	25.0	20.0	23.4
Number of Respondents	35	12	47	29	18	47	64	30	94

TABLE I-15

TYPE OF PROGRAM ENROLLMENT FOR THOSE 1965 ILLINOIS COLLEGE FRESHMEN DISENROLLED FROM THE INSTITUTION ORIGINALLY ENTERED AND REENROLLED IN A JUNIOR COLLEGE DURING SPRING TERM, 1967

Type of Jr. College Prog.	Percentage								
	Dismissed			Withdrew			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Transfer Program	75.7	72.1	74.4	63.7	41.9	53.9	70.3	55.8	64.4
Vocational Program	10.3	8.9	9.8	11.3	18.3	14.6	10.8	13.9	12.1
Adult Education	4.4	5.1	4.6	4.4	15.1	9.2	4.4	10.5	6.9
Other	9.6	13.9	11.2	20.4	24.7	22.3	14.5	19.8	16.6
Number of Respondents	136	79	215	115	93	206	249	172	421

VII. A COMPARISON OF "FREE" RESPONSES

The 1960 class respondents were concerned with the present and future. They were concerned with what they were doing and becoming. The 1965 class was looking back. Perhaps with their discontinuance more recent, they had more criticisms of the schools.

The 1960 class respondents accepted more personal responsibility for leaving school, while the 1965 class attributed more of their problems to the colleges. The 1965 class respondents expressed less acceptance of their circumstances.

Although many 1960 freshman men had entered military service, no one reported discontinuing school because of anxiety over draft status, as had a number of men in the 1965 freshman group.

Responses from Those Persons Who Were in the 1960 Freshman Class and Had Discontinued Study at the Institution Originally Entered, as of June, 1967

This group appeared to be more present and future oriented. They were concerned with what they were doing or what they were going to be doing.

The respondents in this group were inclined to take personal responsibility for leaving school and for their life situations in general.

Complaints about institutions were most frequently centered upon the limit or lack of facilities and personal contacts in public universities. Some, from their own experience, expressed the feeling that a degree is not always necessary for a successful job.

Although quite a number of these persons reported induction or enlistment into military service, none reported stopping attendance at school because of anxiety over draft status.

Responses from Those Persons Who Were in the 1965 Freshman Class and Had Discontinued Study at the Institution Originally Entered, as of June, 1967

These respondents' comments about their leaving school included suggestions for improvement as well as considerable criticism. Most criticisms were centered on the nonpublic senior colleges.

Their problems were attributed to the colleges themselves or even to the high schools. Respondents expressed little acceptance of their situations and had resentment or rebelliousness toward their life situations.

PART II

CHARACTERISTICS OF THE MEMBERS OF THE FRESHMAN CLASS OF ILLINOIS COLLEGES AND UNIVERSITIES

A STUDY OF THE ENTERING CLASS OF THE FALL OF 1967

A Report to the Illinois Board of Higher Education from Committee B—Admission and Retention of Students—prepared by the Task Force on Student Characteristics: Ruth Jass, Chairman; Jack Allen; Arlo L. Schilling; Donald Swank; William Volkman.

VIII. FINDINGS ON FRESHMAN STUDENT CHARACTERISTICS

1. More than 90 per cent of the new college freshmen in the state graduated from high school within the previous two years, indicating little lag between graduating from high school and beginning college.

2. There were few midyear graduates from Illinois high schools.

3. Very few of the students entering college for the first time were married.

4. Almost half of the students came from families with annual incomes of less than $10,000. Women in college tended to be from higher income families than men, but they showed greater concern for financing their education. A large majority of the freshmen expressed concern about finances for their education.

5. Over 40 per cent of all entering students lived at home or with relatives, commuting in most cases less than five miles to their campuses. At public two-year and four-year colleges (not including universities) over 90 per cent of the students lived at home.

6. Most respondents applied to no more than two colleges, and more than 80 per cent of the respondents gained admission to the college of their first choice.

7. The factors most influential in choosing a college as indicated by the respondents were curricular offerings, cost, quality of teaching, and proximity of the campus to their home.

8. Over 90 per cent of the students responding to this study indicated they were enrolled in baccalaureate-oriented programs. More than half of the students enrolled at public junior colleges had chosen baccalaureate-oriented degree programs.

9. From September, 1967, to May, 1968, in the same academic year, more than 10 per cent of those students entering college for the first time discontinued their attendance at the institution where they first enrolled. The retention rates were highest at nonpublic universities, while the lowest rates were at nonpublic two-year colleges.

[no p 14]

IX. QUESTIONS FOR FURTHER STUDY OF FRESHMAN STUDENT CHARACTERISTICS

1. What are the characteristics of the college-age population who are not attending an institution of higher education? How do they compare with those who are attending college?
2. How and to what extent do self-ratings, values, and religious preferences change as a result of college experiences?
3. Where do prospective college students obtain information concerning those factors that influence their college choices?
4. Do curricular program offerings in each type of institution meet the desires and needs of those students who attend that type of institution?
5. What financial arrangements must be made to allow all students who desire to do so to complete as many years of higher education as possible?
6. What are the reasons that many students are not attending the institution of their first enrollment?
7. In view of the fact that students indicated that cocurricular activities are of little importance when they are selecting a college, is the program for such activities, including fraternities, sororities, and athletic programs, designed for today's student bodies?
8. What is the impact on student mobility of the Illinois State Scholarship Commission program?

X. INTRODUCTION TO THE STUDY OF FRESHMAN STUDENT CHARACTERISTICS

The study of student characteristics was proposed and designed to secure descriptive data on freshmen entering Illinois institutions of higher education in the fall of 1967, as well as to provide a basic data bank for future studies. These data were sought as a foundation for future institutional planning to meet the educational needs of Illinois students as the state higher educational system expands and develops.

Procedures

Over 12,000 freshmen who enrolled in Illinois colleges and universities for the fall term of 1967 were sent the Student Information Form (Appendix, p. 74) to gather data on their backgrounds, self-estimates, educational choices, and career plans. Information for contacting these students was provided by their respective institutions. All colleges and universities in Illinois were invited to participate in the study. A weighted sampling technique was used in order to get a representative group of students from each type of institution. A response profile, provided to each institution for its own students, was sent to the liaison person designated by the president of each institution.

Certain item responses from the Student Information Form were matched with identical items from the American Council on Education (ACE) form for those students who participated in the 1967 ACE National Survey. American College Testing Program (ACT) scores were also incorporated into our 1967 data file for each student in the Characteristics Study who had also taken the ACT battery of tests.

These data are intended to add several dimensions to existing studies. First, they have extended the bank of student data to a broad base among Illinois colleges and universities. Second, they have added information that may be used to answer questions vital to program planning in Illinois higher education.

All rules of propriety have been observed so that the individual student's rights to confidentiality and privacy have been guarded.

For legitimate use in planning for higher education in the State of Illinois, the data gathered and stored from the Student Information Form constitute a base that can be analyzed by type of institution, by sex of the respondents, by geographical location within the state, and by other subgroups that can be cross-tabulated within the answers to the questionnaire without identifying individual students or institutions.

Sampling

The study sample was designed to include approximately 10 per cent of the total first-time freshmen in the fall of 1967, while at the same time to secure an ample response from each participating institution to give a meaningful institutional profile for its own use.

The sample percentage from each institution varied inversely in relation to the size of its freshman class; the attempt was made to include at least 100 students from each institution. To compensate for the fact that smaller institutions had a larger-than-proportionate representation in the total sample, each institution in the study was assigned a weighting factor to adjust its sample relative to those institutions from which 100 per cent of the freshman class were used in the study.

Responses

A total of 6,156 usable responses were received by the data-processing deadline. These responses represented 50.5 per cent of the total sample of 12,180 who were mailed the questionnaires. The weighted value of the 6,156 responses was 37,476. No follow-up was made on nonrespondents, a fact that may have created some distortion of the results.

Some bias was identified in a check on the rank in high school class variable. The profile of respondents from public two-year colleges showed a higher percentage from the upper half than was indicated by Anderson and Spencer,[1] whose statistics were from the institutions themselves.

Compared to the actual proportion of the enrollment represented by these institutions, a lower response rate was obtained from two-year colleges than from senior institutions.

Definitions of Institutional Types

For the purposes of this study several institutional types have been used:

Two-year college: offers subbaccalaureate and terminal programs usually two years in duration.

Four-year college: offers baccalaureate degrees usually taking not less than four years to complete. Such institutions may have graduate programs but are usually single colleges rather than federations of several colleges and professional schools.

University: usually offers graduate and professional education in several colleges and professional schools as well as baccalaureate degrees.

Senior institution (or college): a broader term including both four-year colleges and universities. This term is used when comparing institutions offering baccalaureate degrees with institutions offering subbaccalaureate or nonbaccalaureate (terminal) programs.

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[1] *Report on Selected Data and Characteristics: Illinois Public Junior Colleges 1967-68,* Illinois Junior College Board, Table 8, p. 12.

Table II-1 presents a comparison of institutional types and proportions of the total 1967 freshman enrollment from each type with the profile of the study responses.

TABLE II-1

COMPARISON OF ACTUAL FALL TERM, 1967, ENROLLMENTS TO STUDY RESPONSES

Type of Institution	Percentage of State Enrollment	Percentage of State Study Responses
Public 2-year	36.9	29.3
Public 4-year	2.4	3.3
Public University	33.8	39.4
Nonpublic 2-year	4.4	3.1
Nonpublic 4-year	10.1	14.3
Nonpublic univ.	8.7	10.7

XI. PERSONAL CHARACTERISTICS OF STUDENT RESPONDENTS

Sex, Marital Status, and Racial Background

Table II-2 indicates that a slightly higher number of married men than married women entered college in Illinois in the fall of 1967.

TABLE II-2

MARITAL STATUS OF FALL TERM, 1967, ILLINOIS COLLEGE FRESHMEN

	Not Married		Married		Total	
	N	% of Row	N	% of Row	N	% of Col.
Men	18,350	94.7	1,030	5.3	19,380	51.9
Women	17,040	94.9	919	5.1	17,959	48.1
Total	35,390	94.8	1,949	5.2	37,339	100.0

A small percentage of the 1967 Illinois college freshmen who completed the questionnaire were married. The total number who indicated they were married was 1,949 or 5.2 per cent of the freshmen; 1,030 were men and 919 were women. Most of the freshmen who were married (54.3%) were enrolled for fewer than twelve hours of credit. Over 25 per cent of the part-time students were married, but only 2.6 per cent of the full-time students were married.

TABLE II-3

MARITAL STATUS OF FALL TERM, 1967, ILLINOIS COLLEGE FRESHMEN
BY TYPE OF INSTITUTION [a]

Type of Institution	Not Married		Married	
	N	Per cent	N	Per cent
Total 2-year	10,428	86.0	1,453	12.0
Total 4-year	6,251	95.4	179	2.7
Total university	18,396	98.0	289	1.5
Total	35,075	94.5	1,949	5.2

[a] Tables B-1 and B-2 in Appendix B present detailed information on the 1967 Illinois college freshmen by credit load and institutional type.

The public two-year colleges enrolled the greatest number of married students. All two-year colleges enrolled 74.9 per cent of the married freshmen. These students constituted 12.0 per cent of the two-year college enrollment as contrasted to only 1.5 per cent married freshmen in universities.

The percentage of Negroes who identified themselves in this study (5.6%) is smaller than the proportion of Negroes in the college-age population in Illinois (10.6%) as reported in Life Tables.[2] The percentage of Negro women in the freshman class (6.9%) is higher than the percentage of Negro men (4.4%) who are enrolled for the first time. Caucasians constituted 90.6 per cent of the new student population. It should be noted, however, that at the time this survey was made, there was some confusion concerning the terms to be used to designate certain ethnic groups; and this difficulty with semantics may have distorted these data.

Residency

Registrants in the freshman class from outside the State of Illinois constituted less than 3 per cent at public colleges and universities, but more than one third of the nonpublic-school freshmen reported they were not Illinois residents. All student respondents from the four-year public colleges classified themselves as Illinois residents. The nonpublic four-year colleges enrolled the greatest number of out-of-state and foreign students, but the nonpublic universities had the highest proportion of those students. Table II-4 gives detailed information on state of residence by type of institution.

TABLE II-4

HOME STATES OF FALL TERM, 1967, ILLINOIS COLLEGE FRESHMEN AS PERCENTAGES OF TOTAL RESPONDENTS BY TYPE OF INSTITUTION

Type of Institution	Illinois Residents	Residents of Adjacent States[a]	Other States	Other Nations
	%	%	%	%
Public 2-year	98.4	0.7	0.6	-
Public 4-year	100.0	-	-	-
Public Univ.	97.1	1.0	1.4	0.1
Nonpublic 2-yr.	71.0	6.0	22.6	0.3
Nonpublic 4-yr.	64.4	9.2	25.1	1.0
Nonpublic Univ.	65.9	6.3	26.4	1.2
Total Public	97.7	0.8	1.0	0.1
Total Nonpublic	65.7	7.7	25.3	1.0
Total Public & Nonpublic	88.8	2.7	7.8	0.3

[a] Indiana, Iowa, Missouri, and Wisconsin.

XII. FAMILY BACKGROUND

Size of Home Community

Of the respondents, 20.6 per cent came from rural areas or communities of less than 5,000 population. This percentage included 8.3 per cent who indicated they came from farm or unincorporated rural areas.

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[2] Unpublished data from Illinois Department of Public Health (estimated by Life Tables process from 1960).

Another 49.9 per cent of the respondents lived in communities with populations between 5,000 and 100, 25.0 per cent came from metropolitan areas numbering over 100,000 in population.

These percentages varied only slightly between men and women.

Highest Level of Formal Education of Parents

The tabulation of responses shows that 28.7 per cent of the fathers did not graduate from school; 31.1 per cent received their high school diploma but did not continue their formal education. Of fathers, 19.7 per cent attended college but did not complete the work for a degree, and 11.2 per cent rece the baccalaureate degree. Only 7.4 per cent of the fathers have a postgraduate degree (see Table II-5).

TABLE II-5

HIGHEST LEVEL OF FORMAL EDUCATION OF PARENTS OF FALL TERM, 1967, ILLINOIS COLLEGE FRESHMEN SHOWING PERCENTAGES FOR MEN AND WOMEN

Educational Level	Men		Women		Total	
	Father	Mother	Father	Mother	Father	Mother
Grammar school or less	12.4	7.9	12.6	7.7	12.5	7.8
Some high school	17.9	15.8	14.6	15.9	16.2	15.8
High school grad.	31.9	46.1	30.2	43.1	31.1	44.6
Some college	18.9	17.5	20.6	20.4	19.7	18.9
College degree	10.4	9.0	12.0	9.1	11.2	9.0
Postgraduate degree	6.8	2.0	8.1	2.6	7.4	2.3
Do not know	1.0	0.7	1.1	0.3	1.0	0.5

For the mothers, the percentages were less for those attending college (18.9 per cent having s college work, 9.0 per cent having received the bachelor's degree, and 2.3 per cent having earned an adva degree); but 44.6 per cent of the mothers received a high school diploma. Of the mothers, 23.6 per cent not graduate from high school.

There were no significant differences between the responses from men and women.

Principal Career Occupations of Parents and Students' Choices of Occupation

The most frequently mentioned career occupations of parents are shown below:

Father	
Skilled trades	16.0%
Business executive	11.5%
Business owner or proprietor	7.7%
Business salesman or buyer	6.7%
Farmer or rancher	5.7%
Engineer	5.2%

Mother	
Housewife	52.1%
Business (clerical, secretarial)	13.5%
Teacher	4.7%
Nurse	3.2%

The emphasis on career preparation by current enrollees can be seen from the list of their career choices. For the respondents, the five most frequently mentioned of forty-five choices were:

Men		Women	
Teacher	9.6%	Teacher	34.5%
Business executive	8.6%	Business (clerical, secretarial)	8.1%
Accountant or actuary	4.7%	Nurse	6.3%
Lawyer	4.1%	Social Worker	3.7%
Physician	2.9%	Housewife	2.1%

Parental Income

The modal salary group on parental income for 1967 Illinois college freshmen (as shown in Table II-6) was the $10,000 to $14,999 range, with approximately 30 per cent of the respondents estimating parental income in this range.

A parental income below $10,000 was reported by 46.2 per cent of the student respondents. Only 18.4 per cent reported parental income over $15,000.

TABLE II-6

PARENTAL INCOME WITH PERCENTAGES FOR MEN AND WOMEN OF FALL TERM, 1967, ILLINOIS COLLEGE FRESHMEN

	N=19,445 Men	N=18,014 Women	N=37,476[a] Totals
Income	%	%	%
Less than $4,000	5.2	5.7	5.4
$4,000-$5,999	8.4	7.9	8.1
$6,000-$7,999	14.4	13.7	14.1
$8,000-$9,999	20.1	17.1	18.6
$10,000-$14,999	30.2	28.9	29.6
$15,000-$19,999	9.9	9.1	9.5
$20,000-$24,999	3.6	4.0	3.8
$25,000-$29,999	1.8	2.0	1.9
$30,000-or more	3.1	3.3	3.2
No response	3.3	8.3	5.8
Total response	96.7	91.7	94.2

[a] Total is larger than men plus women; seventeen respondents did not report sex.

Sources of Financial Support

Summer employment and parental aid were reported by 42.7 per cent and 48.3 per cent of the student respondents as major sources of support. The next largest major sources of support were scholarship (20.3%) and personal savings (20.7%) — (see Table II-7).

Few students indicated the G. I. Bill or Work Study programs as a major or minor source of support (a total of 2.8 per cent and 4.1 per cent, respectively).

TABLE II-7

FINANCIAL SOURCES FOR FIRST YEAR OF COLLEGE EDUCATION IN PERCENTAGES OF FALL TERM, 1967, ILLINOIS COLLEGE FRESHMEN[a]

	Distribution of Responses in Percentages								
	Major Source			Minor Source			Not a Source		
Source	Men	Women	Total	Men	Women	Total	Men	Women	Total
Employment during college	18.9	14.0	16.5	27.8	26.2	27.1	44.2	49.8	46.8
Employment during summer	51.6	33.1	42.7	30.9	39.1	34.1	10.6	18.5	14.4
Scholarship	15.0	26.0	20.3	10.3	16.7	13.4	62.8	47.5	55.4
G.I. Bill	3.3	0.5	1.9	1.2	0.6	0.9	81.8	85.2	83.3
Personal savings	22.8	18.5	20.7	38.1	34.7	36.4	28.3	34.4	31.2
Loan	9.8	12.9	11.3	5.7	4.3	5.0	71.4	69.9	70.6
Parental Aid	42.4	54.6	48.3	26.6	19.8	23.3	23.4	18.3	21.0
Work Study (NDEA)	1.0	2.9	1.9	1.9	2.4	2.2	82.5	80.6	81.6
OEO grant	3.3	5.4	4.3	2.1	1.9	2.0	80.6	79.0	79.8

[a] Total of each column is larger than 100 per cent due to multiple response alternatives.

Conversely, fewer than 22 per cent of the respondents claimed that summer employment (14.4%) or parental aid (21.0%) were not a source of support. More men depended on summer employment, and more women were dependent upon parental aid. More women than men depended on scholarship and Work Study programs as a major or minor source of support.

Concern about Finances

The great majority of students expressed concern about finances for their college education. Fifteen to 17 per cent were not sure they would be able to complete college. Another 55 per cent had some concern but indicated that they would probably have sufficient funds. Although the differences were not great between men and women, the women did express more concern and lower confidence to finance their education than the men (see Table II-8).

TABLE II-8

CONCERN ABOUT FINANCES FOR COLLEGE EDUCATION WITH PERCENTAGES FOR MEN AND WOMEN OF FALL TERM, 1967, ILLINOIS COLLEGE FRESHMAN CLASSES

Concern	Men N=19,445 %	Women N=18,014 %	Totals N=37,476 %
None(I am confident that I will have sufficient funds).	29.4	25.9	27.7
Some concern(but I will probably have enough funds).	55.2	55.6	55.3
Major concern(not sure I will be able to complete college)	15.0	17.0	15.9
No response	0.4	1.5	1.1

XIII. EDUCATIONAL BACKGROUND

Date of High School Graduation

Most 1967 freshmen were June, 1967, high school graduates: 86.9 per cent of the freshmen were 1967 graduates, and 12.8 per cent of the freshmen had graduated within the previous two years. Few students indicated other than June graduation from high school (1.8%).

Type of High School

The 1967 Illinois high school enrollment was 83.6 per cent in public high schools and 16.4 per cent in nonpublic high schools as shown in the Office of the Superintendent of Public Instruction.[3] By way of comparison (see Table II-9), this study reveals that the respondents were 78.4 per cent from public high schools and 21.0 per cent from nonpublic high schools; nonpublic colleges and universities enrolled 10 per cent more (28.5%) students from nonpublic high schools than did public colleges and universities (18.0%).

TABLE II-9

TYPES OF HIGH SCHOOLS ATTENDED BY FALL TERM, 1967, ILLINOIS COLLEGE FRESHMEN WITH ANALYSIS BY SEX AND INSTITUTIONAL TYPE

Sex and Institutional Type	Per cent from Public Schools	Per cent from Nonpublic Schools	Per cent not H.S. Grads.
Men	79.3	20.2	0.4
Public	82.8	16.7	0.4
Nonpublic	70.4	29.0	0.3
Women	77.4	21.8	0.5
Public	79.7	19.5	0.6
Nonpublic	71.4	27.9	0.3
Total	78.4	21.0	0.4
Public	81.3	18.0	0.5
Nonpublic	70.9	28.5	0.3

Only a very small fraction (0.4%) of 1967 Illinois college freshmen were not high school graduates. It appears that slightly more women (0.5%) than men (0.4%) without a high school diploma gained admission to college.

High School Curriculum

Most students who entered Illinois colleges and universities had studied an academic-college transfer program (65.6%) or a general academic program (26.3%) in high school (see Table II-10). The public universities had the lowest rate of enrollment from the commercial-business (0.8%) and technical (0.2%) high school programs. Although the four-year colleges and universities enrolled over 75 per cent of their students from the academic programs, the junior colleges enrolled less than 50 per cent from the same type of program and close to twice as many (in proportion to enrollment) from general diploma programs. Although the actual numbers enrolled were small, the junior colleges enrolled four to six times as many students from commercial and technical programs as did senior institutions.

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[3] *Fall Pupil Enrollment . . . State of Illinois 1966-67 School Year.* Circular Series A, Number 202, Office of the Superintendent of Public Instruction (see Preface).

TABLE II-10

HIGH SCHOOL CURRICULA STUDIED BY FALL TERM, 1967, ILLINOIS COLLEGE FRESHMEN INDICATED BY PERCENTAGE OF STUDENTS IN EACH CATEGORY BY TYPE OF INSTITUTION

Type of Institution	High School Curriculum[a]			
	Commercial	Technical	Academic	General
Public 2-yr.	7.2	5.0	46.8	37.9
Public 4-yr.	7.4	4.5	64.6	22.2
Public univ.	0.8	0.2	72.7	22.9
Nonpublic 2-yr.	5.1	9.3	48.5	32.6
Nonpublic 4-yr.	1.5	0.9	77.9	18.1
Nonpublic univ.	0.9	1.1	79.8	17.4
Total 2-yr.	7.0	5.4	46.9	37.4
Total 4-yr.	2.6	1.5	75.4	18.9
Total univ.	0.8	1.8	79.6	21.7
Total public	3.7	2.3	61.8	28.9
Total nonpublic	1.7	1.9	75.2	19.4
Total per cent	3.1	2.9	65.6	26.3
Total N	1,170	1,097	24,558	9,846

[a] Rows do not total 100% due to students who indicated curriculum was unknown or who did not answer.

Size of Graduating Class

Fewer than 16 per cent of 1967 Illinois college freshmen (15.9%) came from high schools that had graduating classes of less than 100 students. More than one third (38.0%) of the students came from schools with graduating classes of over 400 (see Table II-11).

TABLE II-11

SIZES OF HIGH SCHOOL GRADUATING CLASSES FOR FALL TERM, 1967, ILLINOIS COLLEGE FRESHMEN INDICATED BY PERCENTAGE OF STUDENTS IN EACH CATEGORY BY TYPE OF INSTITUTION

Type of Institution	Size of H.S. Graduating Class[a]			
	25 or less	26 - 99	100 - 399	400 or more
Public 2-yr.	1.7	12.8	42.7	41.6
Public 4-yr.	1.6	8.6	49.8	39.9
Public univ.	1.6	15.2	45.3	37.9
Nonpublic 2-yr.	2.4	18.1	46.8	31.0
Nonpublic 4-yr.	2.8	17.4	47.3	32.4
Nonpublic univ.	1.1	9.7	51.7	37.3
Total 2-yr.	1.8	13.3	43.1	40.6
Total 4-yr.	2.5	15.8	47.8	33.8
Total univ.	1.5	14.0	46.7	37.8
Total public	1.7	13.9	44.5	39.5
Total nonpublic	2.1	14.5	48.9	34.1
Total per cent	1.8	14.1	45.7	38.0
Total N	663	5,271	17,138	14,228

[a] Rows do not total 100% due to students who did not answer.

Rank in High School

Over one half (52.5%) of the respondents were from the upper one fourth of their high school graduating classes, and only 14.1 per cent reported ranking in the lower one half (see Table II-12). These data illustrate a bias that may exist in this study as mentioned on page 17 of this report.

TABLE II-12

APPROXIMATE RANK IN HIGH SCHOOL GRADUATING CLASS WITH PERCENTAGES FOR MEN AND WOMEN OF FALL TERM, 1967, ILLINOIS COLLEGE FRESHMEN

Rank	Men	Women	Total
Upper 1/4	45.1%	60.5%	52.5%
Second 1/4	29.8%	26.1%	28.0%
Third 1/4	16.1%	7.3%	11.9%
Lower 1/4	3.6%	0.8%	2.2%
Do not know	4.9%	4.5%	4.7%

XIV. BEYOND HIGH SCHOOL

Type of Institution Attended

Illinois colleges and universities were grouped into public and nonpublic and were classified as two-year, four-year, and university.

Institutional Participation in Study

All public senior colleges and universities participated in the Student Characteristics Study, along with thirty-one of thirty-four eligible public two-year college campuses. Institutional participation was 82.1 per cent of those eligible, and the student sample provided by those institutions constituted 86.1 per cent of the total possible sample.

The total number of new freshmen reported by all institutions in the state was 120,938.[4] The Student Information Form was sent to 12,180 of these students who were classified as "first-time" by their schools.

Enrollment Status

More than 10 per cent (11.1%) of the respondents in the Student Characteristics Study reported being no longer enrolled at the college or university where they had matriculated in the fall of 1967 (see Table II-13).

TABLE II-13

ENROLLMENT STATUS OF FALL TERM, 1967, ILLINOIS COLLEGE FRESHMEN AS OF MAY, 1968, OF INSTITUTION FIRST ENTERED

Institutional Type	Percentage Still Enrolled			Percentage Disenrolled			Total Number in in Study
	Men	Women	Total	Men	Women	Total	
Public 2-yr.	81.6	81.2	81.6	17.5	17.7	17.6	10,966
Public 4-yr.	85.7	84.4	84.8	14.3	15.6	15.2	1,215
Public univ.	91.4	91.6	91.5	8.6	8.3	8.5	14,780
Nonpublic 2-yr.	78.1	86.5	80.1	21.9	13.5	19.9	1,163
Nonpublic 4-yr.	93.2	92.3	92.7	6.7	7.2	7.0	5,338
Nonpublic univ.	97.0	91.8	94.7	2.8	7.6	4.9	3,999
Total 2-yr.	81.4	81.5	81.5	18.1	17.4	17.8	12,129
Total 4-yr.	92.3	90.5	91.2	7.6	9.2	8.5	6,553
Total univ.	92.8	91.6	92.2	7.2	8.2	7.7	18,779
Total public	86.7	87.6	87.2	13.0	11.9	12.5	26,961
Total nonpublic	92.4	91.8	92.1	7.5	7.7	7.6	10,500
Total public & nonpublic	88.3	88.8	88.5	11.4	10.8	11.1	37,461

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[4] G. J. Froelich, *Enrollment in Institutions of Higher Learning in Illinois 1967*, University Bureau of Institutional Research, University of Illinois, p. 59.

From September, 1967, to May, 1968, twice as many students (17.8%) had discontinued attending two-year colleges as those attending either four-year colleges (8.5%) or universities (7.7%). The greatest rate of attrition was from nonpublic two-year colleges, from which 19.9 per cent of the study respondents indicated discontinuance. The highest rate of holding was at nonpublic universities, where 94.7 per cent reported being still enrolled in May, 1968.

Although there were generally small differences for men and women in the attrition rates by types of institutions, quite a difference was reported for nonpublic universities, where only 2.8 per cent of the men discontinued as compared to 7.6 per cent of the women.

Degree Aspirations

In conjunction with the emphasis currently placed on collegiate education and with the high retention rates in college, many students are planning to continue their education beyond the bachelor's degree. Both retention and degree-level aspirations varied according to the type of institution attended, and men had higher degree aspirations than women (see Table II-14).

TABLE II-14

DEGREE LEVEL ASPIRATIONS OF FALL TERM, 1967,
ILLINOIS COLLEGE FRESHMEN

Degree Level	Percentages of Students Indicating Level of Degree Aspiration: 1967 Illinois College Freshmen													
	Public 2-yr.		Nonpub.2-yr		Public 4-yr		Nonpub.4-yr		Public U		Nonpub. U		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
None	7.8	13.8	10.1	13.7	3.2	3.9	3.1	4.5	1.9	3.3	0.2	3.1	4.2	6.2
Associate	15.3	19.5	10.9	18.5	0.0	0.0	1.2	1.9	1.0	3.5	0.9	1.4	6.3	7.0
Bachelor	39.4	38.4	41.6	40.3	36.5	56.7	25.8	45.3	31.3	50.7	20.7	34.0	32.6	45.4
Master	22.4	16.7	19.0	19.7	27.0	30.0	37.7	37.2	39.2	35.9	30.5	45.8	31.2	31.8
Ph.D. or Ed.D	5.3	2.7	3.9	3.7	27.0	6.1	16.6	7.1	13.3	3.3	24.1	10.1	12.1	4.6
MD, DDS, DVM	2.3	0.9	1.2	0.7	0.0	0.0	6.0	1.5	7.0	1.3	10.8	3.4	5.4	1.3
Law	3.2	0.2	1.5	1.2	3.2	2.2	3.5	0.3	5.0	0.4	10.9	1.4	4.7	0.5
Bach. of Divinity	0.5	0.0	0.0	0.0	0.0	0.0	2.9	0.3	0.0	0.0	0.4	0.0	0.6	0.1
Other	2.0	5.3	8.3	1.3	3.2	1.1	1.9	1.3	0.6	0.8	0.9	0.8	1.6	2.0

More men planned to get a degree beyond the bachelor's (54.0%) than not. As high a percentage of women as men planned to get a master's degree, but fewer women than men planned to get degrees beyond that.

Whereas only 1.1 per cent to 6.8 per cent of the senior college and university freshmen did not plan to get a bachelor's degree, some 21 per cent to 33.3 per cent of the junior college freshmen did not intend to get a bachelor's degree.

Almost one half (48.1%) of all 1967 Illinois college freshmen who participated in this study planned to continue their education beyond undergraduate studies and the bachelor's degree.

College Curriculum Preferences

Almost 90 per cent (89.6%) of the characteristics study respondents had chosen baccalaureate-oriented programs of study. From the public two-year colleges, 66.8 per cent of the men and 54.7 per cent of the women indicated baccalaureate programs as their first choice of curriculum. Only 33.9 per cent of the men in the nonpublic two-year colleges had selected baccalaureate-oriented programs, but the group of nonpublic two-year colleges did include one large technically oriented institution (see Table II-15).

TABLE II-15

FIRST CHOICE OF COLLEGE CURRICULUM BY FALL TERM, 1967, ILLINOIS COLLEGE FRESHMEN

Curriculum Choice	Percentages		
	Men	Women	Total
Technical-Vocational Programs	12.3	5.6	10.2
Engineering Related	7.2	0.4	3.9
Science Related	1.3	0.2	0.7
Health Services	0.5	4.1	2.2
Business and Commerce	2.1	3.0	2.5
Fine Arts	0.2	0.3	0.2
Home Economics	0.1	0.4	0.2
Law Enforcement	0.8	0.1	0.4
Other	0.1	0.1	0.1
Baccalaureate Programs	88.0	91.5	89.6
Arts and Humanities	13.7	22.8	18.1
Biological Science	4.4	2.2	3.3
Business	16.5	3.5	10.2
Engineering	8.1	0.4	4.4
Physical Science	7.2	6.0	6.6
Professional	9.8	9.7	9.7
Social Sciences	8.6	9.9	9.2
Agriculture	2.0	0.6	1.1
Communications	0.9	0.3	0.6
Education	1.7	18.8	9.9
Forestry	0.7	0.1	0.3
Home Economics	0.0	2.2	1.1
Industrial Arts	0.4	0.0	0.2
Library Science	0.0	0.3	0.1
Military Science	0.1	0.0	0.1
Physical Education	2.5	2.9	2.7
Other	1.4	1.4	1.4

The overall analysis shows that among the technical-vocational programs engineering-related studies were more frequently selected by men than all other studies combined.

The broad area of arts and humanities was most frequently indicated (18.1%) as the area within which baccalaureate-oriented students were studying. But for men, studies in the field of business were first (16.5%) with arts and humanities second (13.7%). Women had selected arts and humanities first (22.8%) and education second (18.8%).

Student Credit Load

Table II-16 shows that the public junior colleges are handling most of the part-time students (those students enrolled for less than twelve credit hours or the equivalent). Just over 20 per cent (20.6%) of the enrollment in two-year institutions are part-time students, compared with less than 10 per cent (8.7%) in four-year colleges and less than 5 per cent (4.1%) in universities.

TABLE II-16

CREDIT LOAD OF ILLINOIS COLLEGE FRESHMEN FOR THE FALL TERM, 1967

Institutional Type	Per Cent Full-time (12 hrs. +)			Per Cent(Less than Part-time 12 hrs).			Total Number in Study
	Men	Women	Total	Men	Women	Total	
Public 2-yr.	83.6	67.9	77.3	15.3	30.3	21.3	10,966
Public 4-yr.	96.8	95.0	95.5	-	5.0	3.7	1,215
Public univ.	96.7	95.5	96.1	3.3	4.1	3.7	14,780
Nonpublic 2-yr.	77.5	93.4	81.4	16.6	5.6	13.8	1,163
Nonpublic 4-yr.	91.2	86.6	88.7	7.7	11.5	9.8	5,338
Nonpublic univ.	94.0	93.9	94.0	5.2	6.1	5.6	3,999
Total 2-yr.	82.9	69.5	77.7	15.5	28.7	20.6	12,129
Total 4-yr.	91.8	88.6	89.9	6.8	10.0	8.7	6,553
Total univ.	96.0	95.2	95.6	3.8	4.5	4.1	18,779
Total Public	90.5	86.3	88.4	8.9	12.9	10.9	26,961
Total Nonpublic	90.2	89.6	89.9	8.1	9.3	8.6	10,500
Total Public & Nonpublic	90.4	87.2	88.8	8.7	11.9	10.3	37,461

Residence While at College

Most women (54.5%) lived in college residence halls, but the largest group of men (49.6%) lived at home or with relatives. Still, 39.2 per cent of the women lived at home or with relatives. More than 50 per cent of the students in this study did not live on college or university campuses (see Table II-17).

TABLE II-17

PLACES OF RESIDENCE OF ILLINOIS COLLEGE FRESHMEN DURING FALL TERM, 1967, WITH PERCENTAGES FOR MEN AND WOMEN

Residence	% Male	% Female	% Totals
College or univ. dorm.	37.3	54.5	45.5
Noncollege or univ. dorm	4.0	1.9	3.0
College or univ. apt. or trailer	1.2	0.8	1.0
Nonuniversity room	4.1	2.1	3.1
Fraternity or sorority	2.6	0.1	1.4
Commuters	49.6	39.2	44.6
Living at home	48.6	38.4	43.7
Living with relatives	1.0	0.8	0.9

Over 90 per cent of the students in the public two-year and four-year colleges lived at home compared with almost 25 per cent of the students enrolled in the public universities who lived at home. The figures for public universities included the commuter campuses at Chicago and Edwardsville. If these two campuses were excluded from the statistics for public universities, about 90 per cent of the students would be living on campus and about 10 per cent would be living at home or with relatives.

About 75 per cent of the students enrolled in nonpublic four-year colleges reported that they lived in college residence halls. Slightly more than 20 per cent lived at home. For the nonpublic universities, however, more than 30 per cent of the students lived at home, and 62 per cent lived on campus (for analysis by institutional type see Appendix B, Tables B-3 through B-8).

Commuting Distance to the Campus for Those Students Living at Home

The largest group of commuters (40.6%) traveled less than five miles to campus. Over 91.4 per cent of those who lived at home reported being within a 25-mile radius of the school that they were attending in the fall of 1967 (see Table II-18).

TABLE II-18

DISTANCE OF HOME FROM CAMPUS FOR FALL TERM, 1967, ILLINOIS COLLEGE FRESHMEN WITH PERCENTAGES FOR MEN AND WOMEN

Distance	Male %	Female %	Totals %
Up to 5 miles	38.6	43.5	40.6
6-10 miles	29.7	27.5	28.8
11-24 miles	22.2	22.1	22.1
25-50 miles	7.9	5.4	6.9
51 or more miles	1.6	1.5	1.6

Almost half of the public junior college students (42.6%) commuted from within a radius of five miles of their school. Public senior college students traveled somewhat farther, with 38.7 per cent living within five miles and 76.2 per cent within ten miles. Over 95.3 per cent of nonpublic university commuters lived within 25 miles of the campus (for analysis by institutional type see Appendix B, Tables B-9 through B-14).

Selection of College

Several questions were asked to secure information on frequency and success of applications for admission to college. Choice of college and reasons preventing attendance at a college of first choice (if prevented) were also solicited. It should be noted, however, that these data are from students who were in college (see Table II-19). Data were not secured on those who may have been rejected or otherwise prevented from attending an Illinois college.

Number of Applications for Admission

Most respondents had applied to no more than two colleges for September, 1967, admission. Only 6.6 per cent had applied to four or more colleges, and 79.0 per cent had applied to only one or two institutions (see Table II-20).

TABLE II-19

FIRST AND SECOND MOST IMPORTANT REASONS PREVENTING ATTENDANCE AT COLLEGE OF FIRST CHOICE FOR FALL TERM, 1967, ILLINOIS COLLEGE FRESHMEN REPORTING THEY DID NOT ENTER COLLEGE OF FIRST CHOICE

	Male				Female				Totals			
	1st		2nd		1st		2nd		1st		2nd	
Reasons	N	%	N	%	N	%	N	%	N	%	N	%
Cost	1013	26.1	722	27.6	904	34.4	488	24.2	1917	31.2	1210	26.1
Distance	149	3.8	590	22.5	169	6.4	477	23.7	318	5.2	1068	23.0
Parental Objection	161	4.1	193	7.4	188	7.2	302	15.0	348	5.7	495	10.7
Was not accepted	1545	39.8	365	13.9	1016	38.7	207	10.3	2561	41.7	572	12.3
Was accepted too late	455	11.7	197	7.5	214	8.2	145	7.2	669	10.9	342	7.4
Was not offered adequate financial aid	188	4.8	552	21.1	134	5.1	397	19.7	322	5.2	949	20.5
Total	3881		2620		2625		2015		6135		4635	

TABLE II-20

NUMBER OF COLLEGES APPLIED TO FOR SEPTEMBER, 1967, ADMISSION BY FALL TERM, 1967, ILLINOIS COLLEGE FRESHMEN WITH PERCENTAGES FOR MEN AND WOMEN

Number of Applications	Male		Female		Totals	
	N	%	N	%	N	%
One	10327	53.1	10156	56.4	20495	54.7
Two	4837	24.9	4259	23.6	9096	24.3
Three	2719	14.0	2417	13.4	5136	13.7
Four	834	4.3	660	3.7	1494	4.0
Five	386	2.0	239	1.3	626	1.7
More than five	249	1.3	108	0.6	357	0.9
No response	92	0.5	175	0.9	272	1.5

Of those who had applied to more than one college (44.6%), 60.3 per cent entered the institution that was their first choice. The data indicate that 81.6 per cent of the respondents gained admission to the college of their first choice (see Table II-21).

TABLE II-21

CHOICE RANK OF INSTITUTIONS ENTERED IN SEPTEMBER, 1967, FOR FALL TERM, 1967, ILLINOIS COLLEGE FRESHMEN APPLYING TO MORE THAN ONE COLLEGE

	N = 19445 Male		N = 18014 Female		N = 37476 Totals	
Institution Entered	N	%	N	%	N	%
Entered 1st choice	5346	27.5	4760	26.4	10106	26.9
Second choice	2733	14.1	2343	13.0	5075	13.5
Third choice	709	3.6	458	2.5	1167	3.1
Other	238	1.2	138	0.8	376	1.0
Multiple Applications	9100	46.4	6683	42.7	16709	43.8
Single Applications	10313	53.1	10127	56.3	20453	55.4
No Response	107	0.5	188	1.0	300	0.8

Choice of College

For those who did not enter the college of first choice (18.4%), the largest percentage had sele a public college in Illinois as their first choice and 7.8 per cent had selected an out-of-state college as t first choice (see Table II-22).

TABLE II-22

TYPE OF INSTITUTION OF FIRST CHOICE, IF ANOTHER WAS ENTERED, WITH PERCENTAGES FOR MEN AND WOMEN OF FALL TERM, 1967, ILLINOIS COLLEGE FRESHMAN CLASSES

	N = 3955 Male		N = 3252 Female		N = 7207 Totals	
Choice	N	%	N	%	N	%
Public, in Illinois	1691	8.7	1145	6.5	2836	7.5
Nonpublic in Illinois	447	2.3	464	2.6	911	2.4
Public, out of Illinois	590	3.1	675	3.7	1266	3.4
Nonpublic out of Illinois	982	5.0	655	3.6	1637	4.4
No response	244	1.3	313	1.7	563	1.5
Total	3955	20.4	3252	18.1	7207	19.2
Attended college of 1st choice	15490	79.6	14762	81.9	30265	80.8
Grand Total	19445	100.0	18014	100.0	37476	100.0

Factors Influencing Choice of College

Major considerations influencing students' choices of colleges were curriculum or program ch (indicated by 68.4%), cost (62.2%), good teaching (52.8%), and closeness to home (45.2%). Every ot consideration or quality was ranked as major by less than 40 per cent of the students (see Table II-23).

TABLE II-23

MAJOR CONSIDERATIONS INFLUENCING CHOICE OF COLLEGE BY FALL TERM, 1967, ILLINOIS COLLEGE FRESHMEN

Consideration	% Men	% Women	% Total
Reputation of faculty for good teaching	47.4	58.6	52.8
Friendly social climate	24.7	37.7	30.9
Reputation of faculty for research	12.5	10.8	11.5
Emphasis on religion	5.2	9.2	7.1
Students & fac. active in political and social affairs	7.6	9.5	8.5
Cost	58.8	66.0	62.2
Good athletic program	11.4	4.9	8.2
Close to home	45.2	45.2	45.2
My friends are going (will go) there	9.9	7.4	8.6
Has fraternities and sororities	3.3	4.0	3.6
College offers school or other financial aid	17.5	30.0	23.5
Intellectual atmosphere	24.6	34.8	29.4
Coeducational	32.4	45.1	38.5
Strong academic competition	22.2	24.4	23.3
Lack of academic competition	4.8	8.2	6.4
Located in large cosmopolitan city or area	12.0	15.9	13.8
Can commute from home	38.2	35.2	36.7
Family	22.5	32.9	27.5
Curriculum-choice or program	64.5	72.7	68.4

Least consideration was given to fraternities and sororities (3.6%), lack of academic competition (6.4%), emphasis on religion (7.1%), and activity in political and social affairs (8.5%). Fewer than 10 per cent of the students also gave major consideration to athletic programs (8.2%) and to influence by friends' choices of colleges (8.6%).

Greatest differences between men and women were in emphasis on good teaching (men, 47.4%—women, 58.6%); social climate (men, 24.7%—women, 37.7%); offer of financial aid (men, 24.6%—women, 34.8%); coeducation (men, 32.4%—women, 45.1%); intellectual atmosphere (men, 24.6%—women, 34.8%); family influence (men, 22.5%—women, 32.9%); and curriculum choice (men, 64.5%—women, 72.7%). In all cases where a difference of more than a few percentage points was recorded, a higher percentage of women than men emphasized certain qualities.

XV. STUDENT SELF-RATINGS

The Student Information Form included several questions concerning the students' estimates of their own abilities, as well as their accomplishments in high school and the importance to them of future accomplishments. A tabulation of these replies can be found in Tables B-15, B-16, and B-17 of Appendix B. This information is stored along with all other data from this study in the data bank for use in follow-up studies.

PART III

SURVEY OF ADMISSION POLICIES AND PRACTICES AT ILLINOIS COLLEGES AND UNIVERSITIES
1968-69

A Report to the Illinois Board of Higher Education from Committee B—Admission and Retention of Students—prepared by the Task Force on College Admissions: Robert A. McGrath, Chairman; G. Robert Darnes; E. Eugene Oliver; and Donald Swank.

XVI. FINDINGS ON FRESHMAN ADMISSION POLICIES AND PRACTICES

A general finding relative to freshman admission was that changes do occur in policies and procedures over a period of time. At least this was evident when comparing the returns from the 1962 survey with those of 1968. Whether these changes are the result of recent movements within educational areas or are similar to those occurring during any similar time is a matter of conjecture.

Flexibility in Admission Standards

Students had greater access to higher education in Illinois in 1968 than in 1962. Greater flexibility in admission policies and broader choice of programs and institutions were evident. The rapid increase in the number of two-year public institutions since 1962 has been an influence here. As an example of flexibility, 53 per cent of the institutions in 1968 required high school graduation for admission whereas 81 per cent so required in 1962. A similar trend was discernible relative to requiring a specific distribution of credits taken in high school or a minimum rank or grade average in order to be considered for admission. In addition, 60 per cent of the institutions admitted students who did not meet the institutions' admission requirements.

Selectivity in Admission Practices

Despite the trend toward flexibility in admission practices, the great majority of four-year institutions indicated that they followed selective admission practices.

Use of Entrance Examinations

A sizable majority of institutions required examinations at entrance or during the matriculation period but with an indication that tests were being used increasingly as course placement or counseling tools rather than serving as barriers to admission.

Increase in Use of Application Fees

In 1962, 56 per cent of the institutions used an application fee while 79 per cent so used in 1968. Only five of the seventy-nine colleges indicated that the fees were refundable. Nineteen indicated that the fees were applicable toward tuition and fee payment. The most common charge was $10.00 or $15.00. Of the twenty-four public two-year colleges using a fee, nineteen charged $10.00.

XVII. FINDINGS ON TRANSFER ADMISSION POLICIES AND PRACTICES

The 1968 survey was the first effort seeking comprehensive information relative to the transfer process by higher educational institutions in the State of Illinois. A general conclusion from the returns was the marked disparity in institutional policies and procedures applied to transfer students. These differences extended from the definition of what constituted a transfer student through the entire scope of activities that accompany the application and evaluation of credit activities.

Transfer Student Definition

Vague and different definitions exist within Illinois institutions. Approximately one third of the schools indicated no operational definition of a transfer student. Others indicated a definition constituting mere attendance at another institution through a varying number of hours of credit to be transferred to the definition of one institution in which the student must have had at least one year's work but no more than two.

Status of Transfer Students Compared with Freshmen

Most institutions indicated that transfer students were not at a disadvantage when compared with freshmen in the areas of admission, financial assistance, orientation, athletics, and housing. More institutions (30) indicated transfer students to be disadvantaged in the area of athletics with twelve so indicating in financial assistance matters, nine in admissions, eight in orientation, and five in housing. Except in the area of athletics, then, a student planning a transfer process in his higher educational effort was not confronted with undue competition from freshman admittees in the enjoyment of institutional facilities according to stated institutional practices.

Special Student Admission

Institutions have shown some interest in establishing separate admission standards for certain categories of students. Thirty per cent indicated special standards for veterans, while 12 per cent had them for physically disabled persons, and 18 per cent for the disadvantaged student.

When to Transfer

Most institutions indicated that the same transfer admission policies applied to all terms; however, some institutions indicated that they did consider some students for admission at times other than the fall session.

Transfer Between Two-Year and Four-Year Institutions

Most four-year institutions had not made special transfer provisions for students coming from two-year institutions; for example, fifty-two (91%) schools stated that they applied the same admission standards to students from two-year as from four-year schools. Eighty-seven per cent did not require a student to remain at a two-year institution for any stated length of time before they were willing to consider him for admission. Only two schools granted any advantage to a student who had graduated with an associate degree compared to those who had not.

High School Graduation Before Transfer

Fourteen institutions, including one public two-year school, required a student who had sought to transfer to their institution and who had not graduated from high school to graduate before they would consider him for admission. This feature might have caused transferring students, interested in transferring to specific institutions, some difficulties in that twenty-three of the thirty-three public two-year schools did not require high school graduation for admission as freshmen.

Credit Evaluation Practices

Considerable variation existed relative to credit evaluation practices. For example, 54 per cent of the institutions accepted "D" work upon transfer; 24 per cent of the institutions had some type of "forgiveness" policy for low-quality work presented upon transfer. Considerable variation existed among the institutions in their willingness to accept credit granted by other schools through means other than the taking of formal course work, and four-year institutions displayed variation in the maximum amount of credit they would accept from two-year institutions. The transfer student was subjected to uncertainty regarding when his transfer work would be evaluated and whether he would receive written notice of the evaluation. Only 17 per cent of the institutions indicated that they completed the process before the student was admitted. Forty-one per cent of the schools indicated completion variations. Similar variations existed concerning the location within the institution where the evaluation work was performed. The returns pointed to the problem confronting the transfer student who desired a credit evaluation by the time he made his admission decision.

XVIII. RECOMMENDATIONS ON ADMISSION POLICIES AND PRACTICES

The increasing role to be played by the transfer student in Illinois higher education points to the need for greater attention to be focused on the policies and practices employed by Illinois institutions. Questionnaire returns illustrate the disparity and give credence to the sense of confusion and uncertainty that confronts the student when he undertakes the task of transferring institutions. Two-year as well as four-year institutions must involve themselves in this study process as fully 25 per cent of the transfer traffic is from four- to two-year institutions.

The usual problems of the transfer student seem to be magnified by the many variations in policy and practice among the receiving institutions, ranging from the definition of a transfer student to the evaluation of transfer credits. While identical policies are neither desirable nor attainable, greater consistency in many areas would help to reduce problems of articulation.

1. An effort should be made to interest professional organizations in studying the variations in transfer policies and practices with the objective of establishing a set of recommendations that institutions might consider for adoption. Three organizations currently existing that could prove useful in this effort are the Illinois Association of Collegiate Registrars and Admissions Officers, which embraces all higher educational institutions in the state; the Committee on Admissions and Records of the Illinois Joint Council on Higher Education; and the Illinois Council on Articulation. The second organization could direct its attention to the policies and practices followed by the public universities and colleges.

   Examples of specific questions that might be studied are:

   a. Transfer student definition.

   b. The taking of college courses by students while still in high school and how the credit earned should be recorded.

   c. A policy for the handling of simultaneous enrollment in more than one institution.

   d. The transfer of students from nonaccredited institutions and the establishing of a uniform set of conditions covering same.

   e. Whether the establishing of a timetable of transfer from two- to four-year institutions would be beneficial for both the institutions and the students.

   f. Whether four-year institutions should offer certain transfer advantages to students who complete the associate program compared to those who do not.

   g. Whether greater uniformity might exist relative to the acceptance of credit earned through means other than the formal course attendance.

   h. The establishment of guidelines for the evaluating of transfer credit so that the process can be more timely and beneficial to the student transferring. The recommendation for professional organization study is presented with the belief that many institutions would welcome advice and direction on their transfer policies and practices if such were available.

2. The matter of the transfer of students originally admitted under special student categories needs careful study. For example, an institution establishing a program for the disadvantaged student needs to study the total educational process as well as the introductory stages. Such study needs to embrace not only how such students are to meet the original institution's graduation requirements but what role the institution is to play when students seek to transfer to other institutions. Both the students involved and the other institutions need to know exactly the requirements for the students transferring otherwise their educational experiences may suffer an abrupt end.

3. Institutions accepting students by transfer must provide the facilities necessary to give a student, in writing, an evaluation of what he will need to do in order to graduate. The transfer student needs to know what his academic status is at the time of admission rather than to receive this information at various times after he has been admitted and under conditions in which he has no other choice than to remain at the new institution even though in a disadvantageous position. Only by presenting him this information at the time of admission can a student have a clear picture of the alternatives open to him and at a time in which he may make alternative decisions.

4. It would seem desirable for the registrars of Illinois colleges and universities to review current practices and to consider the possibility of developing a common policy among institutions regarding transcript notations of current disciplinary status.

5. The cooperative publishing of a bulletin on a yearly basis by the institutions in Illinois should be given support. This bulletin should contain pertinent facts about the institutions' policies and practices in relation to the transfer student. Institutions in the State of Michigan presently have such a document, and the public universities in Illinois cooperatively publish such a publication directed more specifically to the freshman level. This project might be undertaken by an organization such as the IACRAO.

6. Attention should be given to the timing of transfer from two- to four-year institutions. If an effective system of higher education is to develop in Illinois, the matter of timing of such transfer should not be left entirely to the discretion of the student. This should be so particularly in cases involving students who were not eligible for admission to the four-year institutions as freshmen.

7. Student transfer between types of programs must be given increasing attention. Present interest in education and current trends in education and industry are starting to cloud the line of distinction between baccalaureate and terminal programs. In fact, the pressures for qualified teachers of terminal programs in two-year institutions are causing difficulty in this area. People possessing vocational and technical skills find impediments confronting them when they seek to secure the necessary academic and educational courses needed for degree purposes. Such people are interested in securing the degree within as reasonable a time period as possible. As this area is a complex one, it is recommended that the Board of Higher Education authorize further study on this subject, either by already existing professional groups or by the appointment of a committee charged with this specific responsibility.

XIX. INTRODUCTION TO THE SURVEY OF ADMISSION POLICIES AND PRACTICES AT ILLINOIS COLLEGES AND UNIVERSITIES, 1968-69

Committee B studied admission policies in 1962–63 as a basis for developing the Illinois Master Plan for Higher Education. After studying student characteristics and once more studying student retention in the colleges and universities of the state, the Committee deemed it appropriate to study admission policies again.

Illinois college and university presidents were invited to participate in this study through a memorandum from the Executive Director of the Board of Higher Education on behalf of Committee B. Two questionnaires were sent to each cooperating institution for completion: the Survey of Freshman Admission Standards and the Survey of Undergraduate Credit Transfer Admission Policies and Practices. Different questionnaires on transfer policies and practices were designed for two-year and four-year institutions to fit the two levels of institutional operation.

Study Participation

All public institutions of higher learning, including the junior colleges, provided the task force with the information requested. A very high proportion of the nonpublic colleges and universities also participated in the study. All nonpublic four-year colleges and universities were included (see Appendix C, Table C-1).

Specialized Colleges

Sixteen nonpublic specialized schools were invited to participate in the study. These included three proprietary institutions among the technical, fine arts, and religious and theological colleges. Their responses have shown us that they differ somewhat from the other institutions in their specialization, of course, and in special admission considerations and peculiar transfer problems. For these reasons, they were compared with the other colleges, but their responses in the study are not included in the comparative tables. All responses from the specialized colleges are reported, however, in Appendix C, Table C-2.

Purpose of the Survey

The Survey of Freshman Admission Standards was designed to be a replication of the original Committee B study published in 1962, to check any changes in policy or practice over the past several years.

The Survey of Undergraduate Credit Transfer Admission Policies and Practices was intended to secure information concerning how institutions classify transfer students, who has responsibility for their matriculation, and how the transfer of credit is handled. The Illinois Master Plan has called for a leveling off of freshman admissions at public senior institutions, thus increasing public two-year college enrollments and subsequent transfers to senior institutions from those two-year colleges by students wishing to complete baccalaureate degree programs.

Freshman Admission Standards

This survey secured information from Illinois institutions of higher education relative to their policies and practices for admission of new freshman students. Many of these same questions were asked the institutions in 1962. Comparison of data shows some changes that occurred during the past six years.

Transfer Admission Policies and Practices

Special forms were sent to two-year and four-year institutions. In the questionnaire for four-year institutions, there were eight items incorporated relative to acceptance of credit from two-year institutions. Otherwise the questionnaires were identical for two-year and four-year institutions. Questions ranged from the definition of a transfer student to policies and practices for handling of special status, acceptance of poor grades, and total amount of credit transferable.

XX. FRESHMAN ADMISSION STANDARDS

A review of specific admission requirements such as rank in class, grade point average, and examinations showed that the colleges and universities varied in the requirements that they administered and in the different combinations of requirements that they have established.

A freshman applicant would have to have a very complete set of credentials as well as scores from several admission examinations if he were planning to apply to more than one institution.

Almost all institutions in the state used the same admission standards regardless of the geographical origin of their applying students. The public universities were the major exception to this pattern (see Table III-1).

TABLE III-1

DO ADMISSION STANDARDS VARY WITH THE GEOGRAPHICAL ORIGIN OF STUDENTS?

Response	Public 2-year	Public 4-year	Public Univ.	Non-public 2-year	Non-public 4-year	Non-public Univ.	Total
Yes	4	0	6	0	0	0	10
No	27	2	0	11	38	9	87
Blank	2	0	0	0	0	0	2
Total	33	2	6	11	38	9	99

From 1962 to 1968 there was an increase in the number of institutions from thirteen to forty-three that did *not* require high school graduation for admission. The most significant change was among the public two-year colleges. In 1962, twenty-two of twenty-three two-year colleges required high school graduation. In 1968, only eight of thirty-three indicated high school graduation as a requirement for admission (see Table III-2).

TABLE III-2

IS GRADUATION FROM HIGH SCHOOL REQUIRED FOR ADMISSION?

Response	Public 2-year	Public 4-year	Public Univ.	Non-Public 2-year	Non-Public 4-year	Non-Public Univ.	Total
Yes	8	2	4	7	29	3	53
No	23	0	2	4	9	5	43
Blank	2	0	0	0	0	1	3
Total	33	2	6	11	38	9	99

Many colleges accepted a satisfactory score on the General Educational Development (GED) test in lieu of high school graduation. A number of institutions would admit persons of sufficient maturity on the basis of that attribute alone. Five public two-year colleges indicated they would admit anyone over eighteen years of age.

Most public institutions did not require a recommendation for admission. Conversely, the non-public colleges and universities required a recommendation by more than three-to-one (see Table III-3).

TABLE III-3

IS A PRINCIPAL'S OR COUNSELOR'S RECOMMENDATION REQUIRED FOR ADMISSION?

Response	Public 2-year	Public 4-year	Public Univ.	Non-Public 2-year	Non-Public 4-year	Non-Public Univ.	Total
Yes	5	1	2	8	32	6	54
No	28	1	4	3	6	3	45
Blank	0	0	0	0	0	0	0
Total	33	2	6	11	38	9	99

TABLE III-4

IS A SPECIFIC DISTRIBUTION OF CREDITS REQUIRED FOR ADMISSION?

Response	Public 2-year	Public 4-year	Public Univ.	Non-Public 2-year	Non-Public 4-year	Non-Public Univ.	Total
Yes	3	0	1	4	21	4	33
No	30	2	5	7	17	4	65
Blank	0	0	0	0	0	1	1
Total	33	2	6	11	38	9	99

Since 1962, there has been some decline in the number of institutions requiring a specific distribution of high school credits for admission (see Table III-4). It may be noted, however, that one public university and three public two-year colleges still required a specific distribution of credits. The total number of nonpublic institutions having this requirement was the same as reported in 1962, but the overall proportion was smaller in 1968.

TABLE III-5

IS MINIMUM RANK IN CLASS REQUIRED FOR ADMISSION?

Response	Public 2-year	Public 4-year	Public Univ.	Non-Public 2-year	Non-Public 4-year	Non-Public Univ.	Total
Yes	1	1	6	3	18	3	32
No	32	1	0	8	20	6	67
Blank	0	0	0	0	0	0	0
Total	33	2	6	11	38	9	99

Table III-5 shows that one public two-year college indicated such a requirement. That institution, however, qualified the statement by indicating this was done "according to curriculums." Most institutions in the state, except for the public universities, did not report a minimum rank in class requirement for admission.

Twenty-two colleges allowed the substitution of minimum entrance examination scores for a minimum rank in class. These included fifteen nonpublic institutions and six of the eight public senior institutions.

The total number of institutions not requiring a minimum high school grade average for admission has increased from 26 in 1962 to 80 in 1968 (see Table III-6).

TABLE III-6

IS MINIMUM HIGH SCHOOL GRADE AVERAGE REQUIRED FOR ADMISSION?

Response	Public 2-year	Public 4-year	Public Univ.	Non-Public 2-year	Non-Public 4-year	Non-Public Univ.	Total
Yes	0	1	0	2	14	2	19
No	33	1	6	9	24	7	80
Blank	0	0	0	0	0	0	0
Total	33	2	6	11	38	9	99

TABLE III-7

ARE ENTRANCE EXAMINATIONS REQUIRED FOR ADMISSION?

Response	Public 2-year	Public 4-year	Public Univ.	Non-Public 2-year	Non-Public 4-year	Non-Public Univ.	Total
Yes	22	1	6	3	33	9	74
No	11	1	0	7	5	0	24
Blank	0	0	0	1	0	0	1
Total	33	2	6	11	38	9	99

Table III-7 shows that the number of institutions requiring an entrance examination in 1968 (74% was about the same as in 1962 (76%). This result is due to the fact that two thirds of the public two-yea colleges did require an entrance examination prior to enrollment in 1968. In 1962, twenty of twenty-thre public two-year colleges required an entrance examination.

The eleven public two-year colleges which reported that they did not require an entrance examination for admission did require students, at least in baccalaureate-oriented programs, to complete a testin program before they could register for courses. The scores from those tests were used in the counseling anc course placement of the students. For clarification it should be noted that those institutions which said the required an entrance examination, upon further inquiry, reported that failure to take such examinations woulc not bar a student from admission, but would delay course placement since examination results were used i preregistration counseling.

TABLE III-8

ARE ENTRANCE EXAMINATIONS USED TO DETERMINE ADMISSION ELIGIBILITY?

Response	Public 2-year	Public 4-year	Public Univ.	Non-Public 2-year	Non-Public 4-year	Non-Public Univ.	Total
Yes	2	2	4	1	27	8	44
No	20	0	1	2	6	0	29
Blank	11	0	1	8	5	1	26
Total	33	2	6	11	38	9	99

A higher proportion of two-year colleges used entrance examinations for course placement than did other types of institutions (see Table III-9). Although examination results would not bar admission to a public two-year college, they were used to determine admission eligibility to various curricula within the institution (see Table III-8). All full-time public two-year college students were counseled and tested prior to admission to baccalaureate-oriented curricula.

TABLE III-9

ARE ENTRANCE EXAMINATIONS USED TO DETERMINE APPROPRIATE COURSE PLACEMENT?

Response	Public 2-year	Public 4-year	Public Univ.	Non-Public 2-year	Non-Public 4-year	Non-Public Univ.	Total
Yes	23	1	3	2	23	3	55
No	0	1	2	2	10	6	21
Blank	10	0	1	7	5	0	23
Total	33	2	6	11	38	9	99

For "program and class placement" one public two-year college indicated it practiced selective admissions through pre-admissions counseling.

TABLE III-10

DOES YOUR INSTITUTION PRACTICE "SELECTIVE" ADMISSIONS?

Response	Public 2-year	Public 4-year	Public Univ.	Non-Public 2-year	Non-Public 4-year	Non-Public Univ.	Total
Yes	1	2	6	6	34	8	57
No	32	0	0	5	3	0	40
Blank	0	0	0	0	1	1	2
Total	33	2	6	11	38	9	99

Except for the two-year colleges, most institutions had selective admission practices. The opportunity for higher education was most evidently available in public two-year colleges which practiced the "open door" policy (see Table III-10).

TABLE III-11

ARE APPLICANTS ADMITTED NOT MEETING STATED ADMISSION REQUIREMENTS?

Response	Public 2-year	Public 4-year	Public Univ.	Non-Public 2-year	Non-Public 4-year	Non-Public Univ.	Total
Yes	15	1	3	7	25	8	59
No	14	1	3	4	12	1	35
Blank	4	0	0	0	1	0	5
Total	33	2	6	11	38	9	99

Table III-10 indicates that only one of the public two-year colleges practiced "selective" admissions. Tables III-5 and III-6 show only one public two-year college with a requirement of high school class rank or grade average for admission. Yet Table III-11 indicates that there were fifteen public two-year colleges that admitted applicants who did not meet stated admission requirements. In Table III-2 only eight public two-year colleges indicated requiring even high school graduation for admission. It is probable that a problem of interpretation existed among these questions. The fact that fifteen public two-year colleges stated that applicants were admitted who did not meet stated admission requirements indicates lack of a clear distinction between admission to the junior college and admission to curricula within the college.

There has been an increase in the percentage of institutions that make exceptions to admission requirements from 45 per cent in 1962 to 59 per cent in 1968. This could be a movement on the part of nonpublic schools to accommodate both exceptional and disadvantaged students. Taken into consideration were special talents, special recommendations, disadvantages, and extenuating circumstances.

TABLE III-12

IS AN APPLICATION FEE CHARGED?

Response	Public 2-year	Public 4-year	Public Univ.	Non-Public 2-year	Non-Public 4-year	Non-Public Univ.	Total
Yes	24	3	4	10	30	9	79
No	9	0	2[a]	1	8	0	20
Blank	0	0	0	0	0	0	0
Total	33	2	6	11	38	9	99

[a] One institution will add a $15.00 application fee in the fall of 1970.

The percentage of institutions requiring an application fee has risen from 56 per cent in 1962 to 79 per cent in 1968 (see Table III-12). The number of public two-year colleges requiring an application fee has increased from seven to twenty-four. The public senior institutions requiring an application fee have grown from one to six of eight.

All but seven of the colleges and universities that charged an application fee required that it be paid at the time of application. Only five institutions stated that they refunded the fee. However, nineteen institutions including fourteen public two-year colleges reported that the application fee was applicable toward tuition and other fees.

Most Illinois colleges and universities charged a $10.00 (42) or $15.00 (28) application fee. Only two schools charged a fee over $25.00.

Of thirty-three public two-year colleges, nineteen had a $10.00 fee. Twenty nonpublic institutions charged a $10.00 fee, while eighteen required a $15.00 fee. Six of eight of the public senior institutions charged a $15.00 fee. The other two did not charge a fee, although one reported that a $15.00 fee would be charged to September, 1969, applicants.

XXI. TRANSFER ADMISSION POLICIES AND PRACTICES

Transfer students unlike freshmen do not enter an institution at a fixed point in their collegiate education. Whereas, by definition, a freshman is entering at the beginning of his program, the transfer is entering at almost any time within the first three years of a four-year program.

The survey of transfer policies and practices revealed problems of classification of transfer students, evaluation of their previous records, and conditions affecting their progress toward degrees.

Conditions appeared best for a student with a clear record who had completed a full two-year baccalaureate-oriented program (lower division) in a two-year college and was transferring to a similar program (same major) in a senior institution.

One should not get the impression, however, that students transfer only from two-year colleges to senior colleges or universities. A large number of students transfer from two-year colleges to two-year colleges and from senior colleges to senior colleges. In 1967-68 approximately 25 per cent of the transfer students among Illinois institutions transferred from senior institutions to two-year colleges.[1] So it is necessary to examine both levels of institutions for information on the admission of transfer students.

TABLE III-13

DO YOU HAVE A SPECIFIC DEFINITION
OF A TRANSFER STUDENT?

Response	Public 2-year	Public 4-year	Public Univ.	Non-Public 2-year	Non-Public 4-year	Non-Public Univ.	Total
Yes	17	2	6	7	24	8	64
No	16	0	0	4	13	1	34
Blank	0	0	0	0	1	0	1
Total	33	2	6	11	38	9	99

One third of the institutions in Illinois did not define what a transfer student is to them (see Table III-13). With the larger numbers of students now moving among the various colleges, it is possible that a lack of clear specification as to what constitutes a transfer student may have impeded articulation.

In general, the definitions given have identified a transfer student as one who has had some post high school education with various qualifications added. Some institutions considered credit attempted; other institutions considered only credit earned. Variations were wide in specifying the amount of credit attempted or earned before a student was classified as a transfer.

The Transfer Student as Defined by Two-Year Colleges

"A student with previous collegiate experience."

"Any student who has previous college credit."

"A student who has attempted course work at another institution of higher education."

"Any student transferring credits from another institution."

"A student who has attempted 12 credit hours at another institution."

"Student coming from another institution of higher education having been enrolled in a regular term (summer session not included)."

"A student who terminates enrollment in one post high school institution and subsequently enrolls in ours."

The Transfer Student as Defined by Four-Year Colleges

"One who comes to us from another college."

"A person who has at some time registered at another college whether or not he completed any work."

"A student who presents 6 semester hours of credit from another college." (Other credit limits stated: 10 semester hours, 12 semester hours, 15 semester hours, 17 quarter hours.)

"College attendance one term or more."

"A student who has completed a year at another institution."

"Applicants with at least one year but not more than two years of full-time college work."

"Anyone who has credits transferable from another college."

"A student entering (or reentering) with credits from another institution."

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[1] Illinois Council on Articulation, "Performance of Transfer Students Within Illinois Institutions of Higher Education" (Preliminary Report #1, February, 1969).

The study on "The Success of Transfer Students" conducted by a subcommittee from the Council on Articulation identified just under 30,000 undergraduate transfer students in Illinois for the 1967-68 school year. With thirty-four institutions stating that they did not have a definition of a transfer student and with the transfers among colleges so extensive and certain to increase, it would appear that development of definitions and guidelines in this area is of critical importance.

TABLE III-14

DOES A TRANSFER STUDENT HAVE A DISADVANTAGE COMPARED TO FRESHMEN IN THE FOLLOWING AREAS?

Area	Public 2-year	Public 4-year	Public Univ.	Non-Public 2-year	Non-Public 4-year	Non-Public Univ.	Total
Admissions	5	0	1	0	2	1	9
Financial	0	0	1	0	7	4	12
Orientation	1	1	1	1	3	1	8
Athletics	10	0	3	1	13	3	30
Housing	0	0	1	0	1	3	5

There appeared to be little disadvantage for transfer students in the areas of admissions, financial aid, orientation, or housing (see Table III-14). But four of nine nonpublic universities reported a financial aid disadvantage, and a number of colleges reported athletic conference regulations that restrict certain transfer students from immediate participation in intercollegiate athletics.

Special Circumstances Affecting Transfer Status

Several questions about special circumstances were asked each institution. These circumstances point up the variety of ways by which a student may be a transfer at one institution, but not so at another.

Institutions were asked whether summer session collegiate work between high school graduation and immediate entrance into another college would cause a student to be classified as a transfer student. Many students, anxious to begin their college education, take summer work at a local college, while planning on matriculation in the fall as a freshman at an institution away from home. Being reclassified as a transfer student instead of a freshman might affect registration scheduling and housing assignments, among several things.

Most institutions, with the exception of the public two-year colleges, did not classify a student as a transfer because of a summer session of college work intervening between high school graduation and matriculation. Twenty-two of the public two-year colleges reported they did classify such students as transfers. But thirty-nine of forty-seven nonpublic senior institutions kept the students classified as first-time freshmen.

The institutions were also divided on whether a previous student with intervening attendance at another college is classified as a transfer or "native" student. Twenty-nine public two-year colleges classified such a student as a transfer, while six of eight public senior institutions did not. The nonpublic institutions were almost evenly divided with twenty-eight classifying the student as a transfer and twenty-nine not.

The fact that there was a split in responses to this question may or may not be significant, depending on the effect one classification or the other would have on the reevaluation of previous credit earned at the receiving institution, as well as the transfer credit.

Three multicampus institutions responded that a student who changes campus is classified as a transfer. These included one institution that published a single catalog and faculty listing.

Approximately 25 per cent of the institutions including almost half of the public two-year colleges (14) classified as a transfer a student with extension, correspondence, or examination credit. However, most institutions appeared to consider only credit earned "in residence" when determining transfer status, or else the limit for such credit was below the credit level used to define a transfer student (e.g., 12 or more credit hours).

TABLE III-15

CAN HIGH SCHOOL STUDENTS TAKE YOUR COURSES FOR COLLEGE CREDIT?

Response	Public 2-year	Public 4-year	Public Univ.	Non-Public 2-year	Non-Public 4-year	Non-Public Univ.	Total
Yes	29	0	4	6	24	5	68
No	4	2	1	5	13	4	29
Blank	0	0	1	0	1	0	2
Total	33	2	6	11	38	9	99

All but four of the public two-year colleges and more than half of the nonpublic colleges and universities permitted selected high school students to take courses for college credit (see Table III-15). The experience of those institutions should be shared to encourage others to initiate such a practice.

Some questions did arise with regard to the transferability of this credit to other institutions. The institutional variations in practice of awarding and receiving credit seemed to make it difficult for any student to know in advance what credit he might receive for satisfactory course work done.

Several institutions reported that they deferred the awarding of college credit until the student graduated from high school. Others deferred credit until and unless the student enrolled in their institution. Most institutions would not guarantee that credit of this type was transferable to every other institution.

TABLE III-16

DO YOU HAVE AN INTERINSTITUTIONAL POLICY CONCERNING SIMULTANEOUS ENROLLMENT?

Response	Public 2-year	Public 4-year	Public Univ.	Non-Public 2-year	Non-Public 4-year	Non-Public Univ.	Total
Yes	8	2	3	2	17	3	35
No	24	0	3	9	19	6	61
Blank	1	0	0	0	2	0	3
Total	33	2	6	11	38	9	99

Fewer than half of the institutions reported having a policy covering simultaneous enrollment in two or more institutions (see Table III-16). Most of the institutions with such a policy required advanced approval or specified a variety of restrictions if a student wished to get degree credit.

The incidence of simultaneous enrollment may be expected to increase with the growing numbers of students attending urban institutions within easy commuting distance of one another. Development of policies and interinstitutional agreements will become increasingly important.

TABLE III-17

DO YOU REQUIRE A MINIMUM GRADE POINT AVERAGE FOR ADMISSION?

Response	Public 2-year	Public 4-year	Public Univ.	Non-public 2-year	Non-public 4-year	Non-public Univ.	Total
Yes	6	2	6	4	24	7	49
No	27	0	0	7	14	2	50
Blank	0	0	0	0	0	0	0
Total	33	2	6	11	38	9	99

⑧

While most two-year colleges did not require a minimum grade point average for the admission of transfer students, most senior institutions did have a minimum grade point average requirement and all public senior institutions did (see Table III-17).

Some qualifications to this requirement included a sliding minimum GPA depending on hours of credit attempted and "good standing" at the institution previously attended regardless of GPA.

Only six institutions, no two-year colleges included, required a grade point average over 2.00 (C) for transfer admission. The modal requirement for admission to senior colleges was 2.00. Five institutions had a minimum grade point average below 2.00 as a requirement for admission.

TABLE III-18

WHAT DOCUMENTS DO YOU REQUIRE FOR ADMISSION?

Record	Public 2-year	Public 4-year	Public Univ.	Non-public 2-year	Non-public 4-year	Non-public Univ.	Total
Each College Transcript	32	2	6	11	37	9	97
Last College Transcript	3	0	0	0	2	0	5
High School Transcript	28	2	4	10	35	9	88
Test Scores	27	2	3	10	25	4	71
Recommendations	3	0	2	8	30	6	49
Medical Report	27	2	6	7	30	7	79
Disciplinary Record	11	0	3	7	22	5	48

A large number of nonpublic colleges and universities (44 of 49) required letters of recommendation with transfer applications (see Table III-18). Several of these institutions indicated that they expected these recommendations from deans and/or instructors at colleges previously attended. A number of institutions did not require a disciplinary record in the transfer admission procedure (52 of 99).

TABLE III-19

DO YOU ADMIT STUDENTS WITH TRANSCRIPTS SHOWING GOOD STANDING IRRESPECTIVE OF GRADE POINT AVERAGE?

Response	Public 2-year	Public 4-year	Public Univ.	Non-public 2-year	Non-public 4-year	Non-public Univ.	Total
Yes	27	0	1	9	11	0	48
No	5	2	5	0	26	9	47
Blank	1	0	0	2	1	0	4
Total	33	2	6	11	38	9	99

Almost one half (48) of the institutions reported that they would admit a student whose transcript stated he was in good standing regardless of his grade point average (see Table III-19). The understanding of this question was related to the interpretation of Table III-17, which shows that a number of institutions, including twenty-seven public two-year colleges, did not require a minimum grade point average for admission. Table III-20, which follows, also shows the willingness of some colleges to admit a student "on probation" (due to low grade point average); so it should be expected that such institutions would also admit a student "in good standing" even if he too had a low grade point average.

TABLE III-20

DO YOU ADMIT A STUDENT WHO IS ON SOME PROBATION OR DISMISSAL STATUS?

Status	Public 2-year	Public 4-year	Public Univ.	Non-public 2-year	Non-public 4-year	Non-public Univ.	Total
Academic Probation	33	2	3	9	22	2	71
Academic Dismissal	31	1	2	8	20	4	66
Disciplinary Probation	24	2	4	3	15	3	51
Disciplinary Dismissal	23	2	2	2	15	3	47

More colleges were willing to admit students in academic difficulty than in disciplinary difficulty (probation or suspension). The public two-year colleges were unanimous in their willingness to give a "second chance" to transfer students who had been on academic probation at the institution previously attended.

Several of the respondents wrote that a number of factors were taken into consideration before determining admission, with each case considered individually.

It should be noted that two nonpublic universities indicated that they would admit a student who had "Academic Dismissal" status, but not "Academic Probation." The explanation was that consideration would be given to the dismissed student if some intervening "satisfactory" work had been done and/or if a certain period of time such as one year had passed. The student on probation was not considered since he was still eligible to continue his studies and "prove" himself at the institution that placed him on probation.

TABLE III-21

DO THE SAME ADMISSION STANDARDS APPLY TO ALL TERMS FOR TRANSFER STUDENTS?

Response	Public 2-year	Public 4-year	Public Univ.	Non-public 2-year	Non-public 4-year	Non-public Univ.	Total
Yes	27	2	3	8	28	8	76
No	6	0	3	3	9	0	21
Blank	0	0	0	0	1	1	2
Total	33	2	6	11	38	9	99

Almost all institutions in the state (95 of 99) would admit transfer students to any term, but only 76 of them had the same admission standards for admission to each term.

Summer session requirements appeared to be less restrictive than for other enrollment periods. Where there were restrictions, it was stated that the fall term usually had the heaviest enrollments, perhaps creating space limitations that would affect the number of transfer students who might be admitted. Only one college reported that admission standards for transfer students were raised when there were more qualified applicants than could be admitted.

Several institutions described the summer session as a "trial term" for both freshmen and transfers who did not meet all admission criteria.

TABLE III-22

DO THE SAME TRANSFER ADMISSION STANDARDS APPLY TO EACH COLLEGE OR DIVISION OF YOUR INSTITUTION?

Response	Public 2-year	Public 4-year	Public Univ.	Non-public 2-year	Non-public 4-year	Non-public Univ.	Total
Yes	17	2	5	4	11	9	48
No	8	0	1	1	2	0	12
Blank	8	0	0	6	25	0	39
Total	33	2	6	11	38	9	99

Most institutions applied the same admission standards for each college or division. Table III-22 shows thirty-nine institutions that did not respond to this question because they apparently were single-unit institutions without any major divisions.

On the question of admission to different curricula, all but sixteen of the institutions reported that the admission standards for transfer students were the same for all curricula. Of the sixteen, eleven public two-year colleges indicated that they did not have the same admission standards for all curricula. Perhaps more of the public two-year colleges should have discriminatory admission standards for transfer students, at least for advising purposes, since these institutions have a comprehensive program including technical-vocational curricula and adult education in addition to baccalaureate-oriented programs.

TABLE III-23

DO YOU HAVE DIFFERENT ADMISSION POLICIES FOR SPECIAL GROUPS?

Group	Public 2-year	Public 4-year	Public Univ.	Non-public 2-year	Non-public 4-year	Non-public Univ.	Total
Veterans	3	1	4	2	16	3	29
Physically Disabled	1	0	1	0	9	1	12
Disadvantaged	1	0	1	1	14	1	18

In 1967 and 1968 some colleges and universities announced special admission consideration for Vietnam veterans who wished to continue their college education. Other institutions have had a standing policy for a number of years.

Special considerations were indicated for the physically disabled in order to assure that they could accommodate themselves to the physical environments of the campuses they were transferred to.

Some institutions have developed special programs for disadvantaged students or will give them special admission consideration.

TABLE III-24

ARE STUDENTS FROM NONACCREDITED COLLEGES ADMITTED ON THE SAME BASIS AS THOSE FROM ACCREDITED COLLEGES?

Response	Public 2-year	Public 4-year	Public Univ.	Non-Public 2-year	Non-public 4-year	Non-public Univ.	Total
Yes	18	0	1	4	14	2	39
No	14	2	5	6	24	7	58
Blank	1	00	0	1	0	0	2
Total	33	2	6	11	38	9	99

Most colleges and universities, except for the public two-year, did not admit transfer students from nonaccredited colleges on the same basis as those from accredited colleges (see Table III-24).

TABLE III-25

DO YOU HAVE A SPECIAL POLICY FOR TRANSFER ADMISSIONS FROM NONACCREDITED INSTITUTIONS?

Class	Public 2-year	Public 4-year	Public Univ.	Non-public 2-year	Non-public 4-year	Non-public Univ.	Total
Class I Two Year	4	1	4	1	8	6	24
NCA[a] Candidate	4	1	3	1	9	5	23
NCA[a] Correspondent	4	0	2	1	10	5	22

[a] North Central Association

Approximately 25 per cent of the respondents indicated they had a special admission policy for transfer admissions from nonaccredited institution (see Table III-25). Student classifications ranged from admission as freshmen with no credit accepted to the use of proficiency examinations. More institutions used a trial term of residency before a final evaluation was made of credit earned at other schools.

Several schools stated they used the American Association of Collegiate Registrars and Admissions Officers (AACRAO) *Report of Credit Given* in determining how to evaluate credit from any particular institution.

TABLE III-26

DO YOU HAVE DIFFERENT ADMISSION POLICIES FOR PROGRAMS OTHER THAN BACCALAUREATE-ORIENTED PROGRAMS?

(e.g., occupational, adult education, and extension)

Response	Public 2-year	Public 4-year	Public Univ.	Non-public 2-year	Non-public 4-year	Non-public Univ.	Total
Yes	17	1	3	1	13	4	39
No	15	1	3	8	23	5	55
Blank	1	0	0	2	2	0	5
Total	33	2	6	11	38	9	99

Table III-26 shows that a substantial number, although a minority, of institutions had different admission policies for admitting transfers to non-bachelor-degree-oriented programs. In many special and adult education programs, students were admitted on their presence. However, college credit was not usually granted for these types of courses.

Over one third (37) of the institutions indicated they also had differing admission policies for part-time and night students than for regular transfer students. However, it was also stated that admission documentation would be required and regular academic standards applied after a certain number of hours had been attempted or whenever such a student declared his intention of earning credit toward a baccalaureate degree at the credit-granting institution.

The Public Junior College Act specifically requires counseling and testing of students prior to admission to baccalaureate-oriented programs. In addition, the comprehensive junior college is supposed to offer a variety of programs for students of varied abilities. With fifteen public junior colleges stating that they have no different admission policies for programs other than baccalaureate-oriented, it would appear that this area needs additional study.

TABLE III-27

DO YOU HAVE DIFFERENT ADMISSION POLICIES FOR OUT-OF-STATE OR OUT-OF-DISTRICT TRANSFER STUDENTS?

Response	Public 2-year	Public 4-year	Public Univ.	Non-public 2-year	Non-public 4-year	Non-public Univ.	Total
Yes	6	0	1	0	0	0	7
No	27	2	5	6	37	9	86
Blank	0	0	0	5	1	0	6
Total	33	2	6	11	38	9	99

Several public two-year colleges specifically stated that they gave admission and registration priority to in-district students. Most other institutions apparently used the same admission requirements regardless of the geographical origin of the applicants (see Table III-27).

TABLE III-28

ARE THE SAME ADMISSION STANDARDS APPLIED TO STUDENTS FROM TWO-YEAR INSTITUTIONS AND FOUR-YEAR INSTITUTIONS?

Response	Public 2-year	Public 4-year	Public Univ.	Non-public 2-year	Non-public 4-year	Non-public Univ.	Total
Yes		2	5		36	9	52
No		0	1		2	0	3
Blank		0	0		0	0	0
Total		2	6		38	9	55

Almost all senior institutions applied the same admission standards to transfers from two-year colleges and other senior institutions (see Table III-28). One public university, however, would admit a student with an Associate in Arts degree regardless of his grade point average. One respondent wrote that transfer admission depended to some degree on the other institution; and another wrote that a 2.20 (C+) grade point average was required of transfers from two-year colleges.

TABLE III-29

MUST STUDENTS WHO BEGIN STUDIES AT A TWO-YEAR COLLEGE REMAIN THERE FOR A CERTAIN PERIOD OF TIME BEFORE THEY MAY TRANSFER TO YOUR INSTITUTION?

Response	Public 2-year	Public 4-year	Public Univ.	Non-public 2-year	Non-public 4-year	Non-public Univ.	Total
Yes		1	2		1	3	7
No		1	4		36	6	47
Blank		0	0		1	0	1
Total		2	6		38	9	55

Few senior institutions had any set time requirements for transfer students from two-year colleges (see Table III-29). This same lack of policy probably applied to transfer students from other senior institutions. Eligibility for admission as a freshman and space limitations were two reasons that could restrict a student's transferability.

TABLE III-30

DOES A STUDENT WITH AN ASSOCIATE DEGREE HAVE AN ADMISSION ADVANTAGE OVER ONE WITHOUT THE DEGREE?

Response	Public 2-year	Public 4-year	Public Univ.	Non-public 2-year	Non-public 4-year	Non-public Univ.	Total
Yes		0	1		1	0	2
No		2	5		37	9	53
Blank		0	0		0	0	0
Total		2	6		38	9	55

Table III-30 is related to Table III-28. They show that transfer admission advantage was gained at fifty-three of fifty-five senior institutions by two-year college students who earned an associate degree.

In the Illinois Master Plan for Higher Education and within the philosophy of "system of systems" of higher education, students go from a two-year to a four-year institution by design. The large number of senior institutions stating that a student with an associate degree does not have an advantage over the student without an associate degree poses a very important question: What is the value of an associate degree? Does the student who meets the degree requirements of a junior college have a better chance of continued success than the junior college student who does not complete the associate degree? Should a senior institution plan a transfer policy that gives credit to a student meeting another institution's degree requirements?

TABLE III-31

DO YOU REQUIRE A NON-HIGH SCHOOL GRADUATE TRANSFER STUDENT TO GRADUATE FROM HIGH SCHOOL BEFORE YOU WILL ADMIT HIM?

Response	Public 2-year	Public 4-year	Public Univ.	Non-public 2-year	Non-public 4-year	Non-public Univ.	Total
Yes	1	0	1	3	8	1	14
No	32	2	5	7	24	8	78
Blank	0	0	0	1	6	0	7
Total	33	2	6	11	38	9	99

Some problem could arise in articulation between two-year and four-year colleges when a student (not a high school graduate) with an associate degree or the equivalent seeks admission to a bachelor's degree program but is confronted with the necessity of presenting a high school diploma in his credentials.

TABLE III-32

DO YOU ACCEPT "D" GRADES FOR TRANSFER?

Response	Public 2-year	Public 4-year	Public Univ.	Non-public 2-year	Non-public 4-year	Non-public Univ.	Total
Yes	27	0	6	5	14	2	54
No	6	2	0	5	23	7	43
Blank	0	0	0	1	1	0	2
Total	33	2	6	11	38	9	99

Almost half of the Illinois institutions reported they would accept "D" grades for transfer (see Table III-32). Among the fifty-four that replied "yes" were twenty-seven public two-year colleges. Two thirds of the nonpublic senior institutions responded negatively to this question.

Some qualifications of affirmative responses included allowances that 15, 20, or 25 per cent of work transferred could be "D" grades in the overall transferable grade point average or requirements of further work in a course sequence with a higher grade.

The question of transferability of "D" grades placed the transfer student in a difficult position in planning a future program of studies. Whether the student knew how his record would be evaluated, and whether he knew where he stood with regard to future course requirements, depended not only on an institution's evaluation policy but also on their time schedule for performing that evaluation and informing the student of it.

TABLE III-33

DO YOU HAVE A "FORGIVENESS" POLICY FOR TRANSFER WORK OF LOW QUALITY?

Response	Public 2-year	Public 4-year	Public Univ.	Non-public 2-year	Non-public 4-year	Non-public Univ.	Total
Yes	11	0	1	3	9	0	24
No	22	2	5	7	28	9	73
Blank	0	0	0	1	1	0	2
Total	33	2	6	11	38	9	99

Twenty-four colleges reported having a "forgiveness" policy for transfer students (see Table III-33). Only fifteen of them stated having the same sort of policy for their native students.

Some institutions allowed the repeating of courses in which "D" and "F" grades were earned. Some institutions also allowed the exclusion of the first attempt in a course when recomputing the grade point average.

It is now generally assumed that public two-year colleges do not place a student on academic suspension from the institution but from the curriculum in which he has experienced failure. It would appear that two-year colleges should give extended study to some type of "foregiveness policy" so that their students do not carry failing marks from a college transfer curriculum to a vocational program or other types of programs, an added factor in preventing successful completion.

TABLE III-34

DO YOU ACCEPT SPECIAL CREDIT AWARDED BY OTHER INSTITUTIONS FOR MILITARY SERVICE OR SPECIAL EXAMINATIONS?

	Public 2-year	Public 4-year	Public Univ.	Non-public 2-year	Non-public 4-year	Non-public Univ.	Total
Proficiency Exams	25	0	5	9	22	7	68
Military Service	26	1	2	7	13	2	51
C.B.Advanced Placement	22	1	5	10	25	7	70
C.B.College Level Exams	17	0	2	8	21	4	52

There was quite a variation in the willingness of Illinois institutions of higher learning to accept transfer credit in areas other than regular course work.

Most institutions accepted special credit awarded by another accredited institution, except credit for military service experience and College Board college level examinations, for which slightly more than one half of the institutions awarded transfer credit (See Table III-34).

Credit for military service experience or special training, as well as credit for special examinations, was generally subject to reevaluation along with the other credit transferred for "regular" courses. The awarding of credit was usually contingent on its applicability to the program of studies being entered and the receiving institution's own policies on granting credit for special experience and examinations.

The most common credit allowance for military experience was in physical education. According to each institution's requirements in physical education, credit might be granted to satisfy the requirement; or the requirement might be waived.

TABLE III-35

WHEN IS YOUR TRANSFER CREDIT EVALUATION TOTALLY COMPLETED?

	Public 2-year	Public 4-year	Public Univ.	Non-public 2-year	Non-public 4-year	Non-public Univ.	Total
Before Admission	7	0	1	1	7	1	17
Before Enrollment	6	1	3	5	21	4	40
After Enrollment	3	0	0	0	2	1	6
Varies	17	1	2	5	8	3	36
Total	33	2	6	11	38	9	99

Ninety per cent of the participating institutions responded regarding their time schedule in evaluating transfer credit (see Table III-35). Seventeen institutions reported they evaluated credit before admission, and only twenty-nine more stated they made the evaluation before the student enrolled. This procedure would appear to present some difficulties to students in planning a program of studies and registering for the appropriate courses.

Less than two thirds (61) of the institutions reported that they provided a student with a copy of his transfer credit evaluation. It may be more significant to note, however, that only nine of the senior institutions stated that they did not give the student this evaluation.

TABLE III-36

DO YOU GRANT CREDIT FOR TRANSFER COURSES WHEN YOUR INSTITUTION HAS NO COUNTERPART?

Response	Public 2-year	Public 4-year	Public Univ.	Non-public 2-year	Non-public 4-year	Non-public Univ.	Total
Yes	28	2	6	7	25	4	72
No	5	0	0	2	13	4	24
Blank	0	0	0	2	0	1	3
Total	33	2	6	11	38	9	99

Approximately 25 per cent of the institutions, almost all nonpublic, continued to allow transfer credit only for courses that were counterpart to their own curricula (see Table III-36). This might well present some problems for two-year college transfers in getting credit for their distributive or general education requirements.

TABLE III-37

DO YOU HAVE A MAXIMUM NUMBER OF HOURS YOU WILL TRANSFER FROM TWO-YEAR INSTITUTIONS?

Response	Public 2-year	Public 4-year	Public Univ.	Non-public 2-year	Non-public 4-year	Non-public Univ.	Total
Yes		2	4		22	9	37
No		0	2		16	0	18
Blank		0	0		0	0	0
Total		2	6		38	9	55

It appeared that a transfer student "took his chances" on the matter of the number of hours of transfer credit he would receive, depending upon the institution where he gained admission. While most schools set some limit as a guide for students, quite a number did not.

Table III-37 shows that thirty-seven of fifty-five senior institutions set some guidelines or limits on the amount of credit transferable. Most institutions would transfer from 60 to 66 (semester) hours of credit from two-year colleges. Seventeen of these had a limit of 66 semester hours. Four allowed more than that, while twelve institutions would accept 60 to 64 semester hours of credit. In some instances the totals varied according to whether basic physical education or other courses were classified "noncredit" or were included in total hours for a degree.

TABLE III-38

DO YOU ACCEPT TERMINAL OR VOCATIONAL CREDIT FROM TWO-YEAR INSTITUTIONS TOWARD THE BACHELOR'S DEGREE?

Response	Public 2-year	Public 4-year	Public Univ.	Non-public 2-year	Non-public 4-year	Non-public Univ.	Total
Yes		0	3		8	1	12
No		2	3		28	7	40
Blank		0	0		2	1	3
Total		2	6		38	9	55

Few senior institutions accepted transfer credit from terminal or vocational programs toward a baccalaureate degree (see Table III-38). In addition to the twelve institutions which did accept such credit, several reported they did not but would do so under certain circumstances.

In any case, a "screening" or review process would take place, even at the institutions that said they accepted such credit on the same basis as credit from baccalaureate-oriented curricula from the two-year colleges.

Cited as of first importance for transferability was the applicability or "fit" of these courses to the senior institution's program of studies. Four institutions reported that allowance of credit depended on departmental recommendation or validation. The screening process included an evaluation of course content.

TABLE III-39

DO YOU ACCEPT CREDIT FROM TWO-YEAR INSTITUTIONS TAKEN AFTER A STUDENT HAS REACHED JUNIOR STATUS?

Response	Public 2-year	Public 4-year	Public Univ.	Non-public 2-year	Non-public 4-year	Non-public Univ.	Total
Yes		2	4		25	4	35
No		0	2		12	5	19
Blank		0	0		1	0	1
Total		2	6		38	9	55

Quite a number of senior colleges allowed their advanced students to "fill in" or satisfy lower-division requirements with courses taken at two-year colleges (see Table III-39). This was a prevalent practice during summer sessions.

One public university defined status toward graduation not in terms of credit transferred, but in terms of credit that must be earned to satisfy degree requirements. Another institution specified the number of hours of upper-division credit that must be earned to satisfy degree requirements.

TABLE III-40

DO YOU SHOW DISCIPLINARY STATUS ON A STUDENT'S TRANSCRIPT?

Response	Public 2-year	Public 4-year	Public Univ.	Non-public 2-year	Non-public 4-year	Non-public Univ	Total
Yes	11	0	4	3	16	3	37
No	21	2	2	7	22	6	60
Blank	1	0	0	1	0	0	2
Total	33	2	6	11	38	9	99

Most colleges and universities did not indicate disciplinary status on the student's transcript of record (see Table III-40). This information, it was stated, could be obtained by request if a receiving institution so desired. Most colleges indicated that inquiries about social or disciplinary status should be directed to the Office of the Dean of Students (or Dean of Men—Dean of Women). Several institutions responded that a student's permission to release the data must also be received. Such a procedure creates problems for receiving institutions, since it would be necessary for each receiving institution to address inquiries about every transfer applicant in order to identify those who may be on disciplinary probation or drop status.

The permanent record and transcript guide of AACRAO[2] recommends that notice of any condition which interrupts a student's educational progress should be placed on his transcript or record. It seems here that institutions have developed policy contrary to the recommendations of the interested professional organization.

[2] American Association of Collegiate Registrars and Admissions Officers, *An Adequate Permanent Record and Transcript Guide*, Washington, D.C., 1965, p. 19.

Who Handles the Transfer Student?

The Survey secured from each participating institution the titles of the offices or persons responsible for five different admission-matriculation processes. Information on what happens after admission was requested to get a more complete picture of the attention given to an applicant.

Information was also requested concerning who handled admissions, academic status, hours needed for graduation, general education requirements, academic unit requirements, and specific course requirements.

Two-Year College "Processing" of Transfers

Seven public and seven nonpublic two-year colleges handled all processing of transfer students in the Offices of Admissions and/or Records.

Two public colleges reported the process handled exclusively by the Dean of Instruction, whereas four public colleges handled the transfer student in the Student Personnel and/or Guidance Office.

Admission. The Admissions and Records Office (8) or the Admissions Office (16) usually handled transfer student admissions to two-year colleges. The Registrars Office and Student Affairs Office were each indicated by four colleges. Other offices listed were Dean of Instruction, Dean of Guidance, and Dean of Students.

Academic Status. Admissions (7), Admissions and Records (6), Student Personnel (5), and Registrar (5) were the offices most frequently mentioned as determining academic status of transfer students. Other offices mentioned were Academic Dean, Dean of Guidance, Dean of Students, and Academic Status Committee.

Hours to Graduate. The Registrar (9) was the most frequently indicated as determining hours to graduate. Admissions, Admissions-Records, and Student Affairs were also mentioned.

General Education Requirements. General Education Requirements were handled by the Registrar (6), Student Affairs/Guidance (4), or Faculty Advisor (3). Also listed were Counselor and Admissions.

Academic Unit Requirements. The Registrar was listed by six institutions as evaluating academic unit requirements. Also listed were Department Head (3), Student Personnel (3), Faculty, Counselor, Admissions, Dean of Instruction, and Division Chairman.

Specific Course Requirements. The Registrar was again listed by six institutions as responsible for checking on the specific course requirements of transfer students. Also listed were Department Head and Registrar (2), Counselor-Registrar (2), Faculty (3), Student Personnel/Guidance (3), Counselor (3), Office of Academic Affairs (2), and Admissions (2).

Four-Year College "Processing" of Transfers

There was less variation among the senior institutions than among the two-year colleges in the offices which processed and evaluated the records of the transfer student. The Admissions Office or the Registrar's Office was most frequently designated as being responsible for the transfer student's matriculation. The exception was that the Department Chairman was most frequently designated as responsible for determining specific course requirements.

One Office Handles All Functions. One office or a combination of two offices was listed by thirty-two institutions. Admissions/Registrar was most frequently (18) listed. Admissions and Registrar were each reported by two institutions as handling the complete processing. Also listed were Admissions/Dean (3) and Dean/Registrar.

Admissions. Twenty-one institutions listed the Admissions Office as responsible for handling the admission of transfer students. The Registrar and Faculty Committee were each listed by one institution.

Academic Status. Institutions reported Admissions (11), Registrar (8), and Dean (3).

Hours to Graduate. The Registrar (13) was most frequently listed as responsible for determining hours required for graduation. Admissions was listed by four institutions, the Dean by three, and Counselor by one.

General Education Requirements. Twelve institutions reported the Registrar as responsible for checking on the transfer student's meeting of general education requirements. The Dean (6), Admissions (2), and Counselor were also reported.

Academic Unit Requirements. The Registrar (11), Dean (6), Admissions (2), and Counselor were reported by several institutions as administering academic unit requirements.

Specific Course Requirements. The Department Chairman was most frequently (11) reported as determining specific course requirements to be completed by transfer students. The Registrar (5), Counselor/Advisor (3), Dean (3), and Admissions Office were also listed.

APPENDIX A

STUDENT RETENTION AND ATTRITION AT ILLINOIS COLLEGES AND UNIVERSITIES

A STUDY OF THE 1960 AND 1965 FRESHMAN CLASSES

TABLE A-1

COMPARISON OF GRADUATION RATES OF STUDENTS ENTERING AS FULL-TIME FRESHMEN

(Four-Year Illinois Institutions)

Number of Students	Public Universities		Public Colleges		Nonpublic Universities		Nonpublic Colleges	
	1958	1960	1958	1960	1958	1960	1958	1960
Who Entered	9,489	13,260	335	475	3,274	5,848	3,014	5,079
Who Graduated within Four Years	2,072	3,428[a]	62	114	896	2,203	1,249	2,042[a]
Rate	21.8%	25.8%	18.5%	24.0%	27.4%	37.7%	41.4%	40.2%

[a] Includes graduates in degree and certificate programs of less than four years' duration.

TABLE A-2

COMPARISON OF GRADUATION RATES OF STUDENTS ENTERING AS FULL-TIME FRESHMEN

(Two-Year Illinois Institutions)

Number of Students	Public Two-Year Colleges		Nonpublic Two-Year Colleges	
	1958	1960	1958	1960
Who Entered	3,491	5,476	245	553
Who Graduated within Two Years	760	1,112	75	204
Rate	21.8%	20.3%	30.6%	36.9%

APPENDIX - EXHIBIT A

Institution Name (Junior Colleges) Institution Code____________

SCHEDULE I - 1960 BEGINNING FRESHMAN GROUP

Please fill out the blanks below according to the following definitions:

Beginning Freshmen:	Full-time students entering college for the first time in the Fall of 1960 are considered to be beginning freshmen. Students registered full-time in the Fall of 1960 whose only other previous on-campus experience had been the 1960 summer session at your or some other institution are considered to be beginning freshmen for the purposes of this study. It should be noted that the Fall, 1960 matriculant group composes the entire population in the first section of this study.
Graduated Student:	Any student in the study who has completed two years at your institution.
Dropout:	Any student in the study who has not received a degree and is no longer in attendance at your institution should be listed as a dropout.

SUMMARY OF GRADUATES AND NON-GRADUATES

	Men	Women
1. No. of beginning freshmen, Fall of 1960	______	______
2. No. (of 1 above) graduated before June, 1962	______	______
3. No. (of 1) graduated June, 1962	______	______
4. No. (of 1) graduated between July, 1962 and June, 1963	______	______
5. No. (of 1) graduated between July, 1963 and June 1967	______	______
6. No. (of 1) non-graduates	______	______

APPENDIX - EXHIBIT B

Institution Name (Senior Colleges) Institution Code____________

SCHEDULE I - 1960 BEGINNING FRESHMAN GROUP

Please fill out the blanks below according to the following definitions:

Beginning Freshmen:	Full-time students entering college for the first time in the Fall of 1960 are considered to be beginning freshmen. Students registered full-time in the Fall of 1960 whose only other previous on-campus experience had been the 1960 summer session at your or some other institution are considered to be beginning freshmen for the purposes of this study. It should be noted that the Fall, 1960 matriculant group composes the entire population in the first section of this study.
Graduated Student:	Any student in the study who has received an undergraduate degree or certificate.
Dropout:	Any student in the study who has not received a degree and is no longer in attendance at your institution should be listed as a dropout.

SUMMARY OF GRADUATES AND NON-GRADUATES

	Men	Women
1. No. of beginning freshmen, Fall of 1960	______	______
2. No. (of 1 above) graduated before June, 1964 a. No. (of 2 above) graduated from one or two year programs	______	______
3. No. (of 1) graduated, June, 1964	______	______
4. No. (of 1) graduated between July, 1964 and June, 1965	______	______
5. No. (of 1) graduated between June, 1965 and June, 1967	______	______
6. No. (of 1) non-graduates in attendance, Spring, 1967	______	______
7. No. (of 1) non-graduates not in attendance, Spring, 1967	______	______

APPENDIX - EXHIBIT C

Institution Name (Junior Colleges) Institution Code___________

SCHEDULE II - 1965 BEGINNING FRESHMAN GROUP

Please fill out the blanks below in accordance with the following definitions:

Beginning Freshmen:	Full-time students entering college for the first time in the Fall of 1965 are considered to be beginning freshmen. Students registered full-time in the Fall of 1965 whose only other previous on-campus experience had been the 1965 summer session at your or some other institution are considered to be beginning freshmen for purposes of this study. It should be noted that the Fall, 1965 matriculant group composes the entire population in the second section of this study.
Dropout:	Any Fall, 1965 beginning freshman who was not in attendance at your institution during the last regular term of the 1966-67 school year.

SUMMARY OF GRADUATES AND NON-GRADUATES

	Men	Women
1. No. of beginning freshmen, Fall of 1965	______	______
2. No. of Fall, 1965 beginning freshmen not still in attendance during the last regular term of the 1966-67 school year	______	______

Instructions for Compiling List of "Dropouts"

Follow the same instructions for 1965 group as used for the 1960 group.

"DROPOUT" LIST FOR 1965 BEGINNING FRESHMEN

Name	Home Address	Last Term of Attendance		
		Academic Dismissal	Other Involuntary Withdrawal	Voluntary Withdrawal
________	________	________	________	________
________	________	________	________	________

Note: See Schedule I for punchcard lay-out format.

APPENDIX - EXHIBIT D

Institution Name (Senior Colleges) Institutional Code________

SCHEDULE II - 1965 BEGINNING FRESHMAN GROUP

Please fill out the blanks below in accordance with the following definitions:

Beginning Freshmen:	Full-time students entering college for the first time in the Fall of 1965 are considered to be beginning freshmen. Students registered full-time in the Fall of 1965 whose only other previous on-campus experience had been the 1965 summer session at your or some other institution are considered to be beginning freshmen for purposes of this study. It should be noted that the Fall, 1965 matriculant group composes the entire population in the second section of this study.
Dropout:	Any Fall, 1965 beginning freshmen who is not still in attendance at your institution excluding students graduated from one or two year programs.

SUMMARY OF GRADUATES AND NON-GRADUATES

	Men	Women
1. No. of beginning freshmen, Fall of 1965	______	______
2. No. of Fall, 1965 beginning freshmen not still in attendance, June, 1967	______	______
a. No.(of 2 above) graduated from one or two year programs	______	______

Instructions for Compiling List of "Dropouts"

Follow the same instructions for 1965 group as used for the 1960 group.

"DROPOUT" LIST FOR 1965 BEGINNING FRESHMEN

Name	Home Address	Last Term of Attendance		
		Academic Dismissal	Other Involuntary Withdrawal	Voluntary Withdrawal
________	________	________	________	________
________	________	________	________	________

Note: See Schedule I for punchcard lay-out format.

APPENDIX - EXHIBIT E

STUDENT INFORMATION QUESTIONNAIRE

Last Name ________ First Name ________ Initial ________ Male ________ Female ________

Number ________ Street Address ________

City ________ State ________ Zip Code ________

____

Please print name of first college or university you attended.

1. Why did you stop attending this institution? Place a checkmark in the appropriate column for each reason listed below:

(Please answer every item)

	Primary Reason	Important but not Primary Reason	Minor Reason	Not Reason for Departure
Could not get desired program of studies.	___	___	___	___
Unsatisfactory courses or schedule.	___	___	___	___
Found study too difficult.	___	___	___	___
Found study too time consuming.	___	___	___	___
Dissatisfied with instructors or teaching methods.	___	___	___	___
Dissatisfied with general environment.	___	___	___	___
Dissatisfied with academic advising.	___	___	___	___
Dissatisfied with college life.	___	___	___	___
Unhappy with chosen major.	___	___	___	___
Married and therefore could not continue.	___	___	___	___
Change in vocational goal and new curriculum required.	___	___	___	___
Change in vocational goal; no further education needed.	___	___	___	___
Completed educational goal.	___	___	___	___
Acceptance of job offer.	___	___	___	___
Lack of funds or financial problems.	___	___	___	___
Personal health problems.	___	___	___	___
Illness in family or other family problems.	___	___	___	___
Enlisted in Military Service.	___	___	___	___
Inducted into Military Service.	___	___	___	___
Desire to live at or nearer to home.	___	___	___	___
Desire to go away from home.	___	___	___	___
Lack of interest in school subjects.	___	___	___	___
No clearly defined goal.	___	___	___	___
Too many outside or extra-curricular activities.	___	___	___	___
Not enough extra-curricular activities.	___	___	___	___
Restless or unsettled.	___	___	___	___
Difficulties in adjustment or adaptation	___	___	___	___
Irregular class attendance.	___	___	___	___
Inadequate study techniques.	___	___	___	___
Low grades and/or fear of being dropped or put on probation	___	___	___	___
Dismissed	___	___	___	___
Other (specify)	___	___	___	___
	___	___	___	___

2. What was your major activity during the first regular term after you last attended this institution?

Attended another school ___
Worked ___
Military Services ___
Married ___
Other (specify) ___
____

3. How many times have you attended this institution? (Check One)

___
___
___

4. Indicate highest degree which you earned. (Check One Only).

No Degree ___
Associate's ___
Bachelor's ___
Master's ___
Doctorate ___
Other ___

5. If you have not acquired a degree, are you still attending school?

a) Check type of school:

No Longer Attending ___
Private Junior College ___
Private Senior College ___
Public Junior College ___
Public Senior College ___
Technical Institute ___
Business School ___
Other Specialized School ___

b) If the institution you are attending is a junior college, what type of study are you pursuing?

Transfer Program ___
Vocational Program ___
Adult Education ___
Other ___

6. If you have not acquired a baccalaureate degree, do you plan to do so?

Yes ___
No ___

If yes, indicate year you expect to graduate:

1968 ___
1969 ___
1970 ___
1971 ___
1972 ___
Later ___

7. If you have not acquired a baccalaureate degree and are not attending an institution of higher learning, what is your major activity now?

Working full-time ___
Working part-time ___
Serving in Military forces ___
Housewife ___
Other ___

NOTE: Space for additional comments is provided on the back page.

APPENDIX B

CHARACTERISTICS OF THE MEMBERS OF THE FRESHMAN CLASS OF ILLINOIS COLLEGES AND UNIVERSITIES

A STUDY OF THE ENTERING CLASS OF THE FALL OF 1967

TABLE B-1

MARITAL STATUS OF FULL-TIME STUDENTS (12 OR MORE HOURS) ENROLLED IN THE VARIOUS TYPES OF ILLINOIS INSTITUTIONS

Fall Term of 1967

Type of Institution	Not Married		Married	
	N	Percent	N	Percent
Public 2-year	7994	94.3	452	5.3
Public 4-year	1115	96.1	45	3.9
Public univ.	14020	98.7	140	1.0
Nonpublic 2-year	850	98.8	95	10.0
Nonpublic 4-year	4621	97.6	87	1.8
Nonpublic univ.	3703	98.3	49	1.3
Total Public and Nonpublic	32303	97.0	868	2.6

TABLE B-2

MARITAL STATUS OF PART-TIME STUDENTS (LESS THAN 12 HOURS) ENROLLED IN THE VARIOUS TYPES OF ILLINOIS INSTITUTIONS

Fall Term of 1967

Type of Institution	Not Married		Married	
	N	Percent	N	Percent
Public 2-year	1440	61.6	889	38.1
Public 4-year	35	77.8	10	22.2
Public univ.	480	87.3	70	12.7
Nonpublic 2-year	144	89.4	17	10.6
Nonpublic 4-year	480	91.6	37	7.1
Nonpublic univ.	193	86.5	30	13.5
Total Public and Nonpublic	2772	72.2	1053	27.4

TABLE B-3

RESIDENCE DURING THE FALL TERM OF 1967

(Illinois Public Jr. Colleges—29.3% of Total N)

Residence	N = 6590 Male		N = 4376 Female		N = 10970 Totals	
	N	%	N	%	N	%
No answer	111	1.7	155	3.5	266	2.4
College dorm.	13	0.2	135	3.1	148	1.4
Noncollege dorm.	80	1.2	112	2.6	192	1.8
College Apt. - Trailer	70	1.1	28	0.6	98	0.9
Noncollege room	224	3.4	159	3.6	383	3.5
Fraternity or sorority	-	-	-	-	-	-
At home	6038	91.6	3739	85.4	9777	89.1
With relatives	55	0.8	49	1.1	104	1.0
Total					10970	100.0

TABLE B-4

RESIDENCE DURING THE FALL TERM OF 1967

(Illinois Public Four-Year Colleges—3.3% of Total N)

Residence	N = 315 Male		N = 900 Female		N = 1215 Totals	
	N	%	N	%	N	%
No answer	-	-	-	-	-	-
College dorm.	10	3.2	10	1.1	20	1.7
Noncollege dorm.	-	-	-	-	-	-
College Apt. - Trailer	-	-	-	-	-	-
Noncollege room	10	3.2	10	1.1	20	1.7
Fraternity or sorority	-	-	-	-	-	-
At home	285	90.5	875	97.2	1160	95.5
With relatives	10	3.2	5	0.6	15	1.2
Total					1215	100.0

TABLE B-5

RESIDENCE DURING THE FALL TERM OF 1967

(Illinois Public Universities—39.4% of Total N)

Residence	N = 6970 Male		N = 7810 Female		N = 14780 Totals	
	N	%	N	%	N	%
No answer	30	0.4	50	0.6	80	0.5
College dorm.	4160	59.7	6080	77.9	10240	69.3
Noncollege dorm.	600	8.6	220	2.8	820	5.6
College Apt. - Trailer	40	0.6	110	1.4	150	1.0
Noncollege room	210	3.0	150	1.9	360	2.4
Fraternity or sorority	430	6.2	10	0.1	440	3.0
At home	1430	20.5	1170	15.0	2600	17.6
With relatives	70	1.0	20	0.3	90	0.6
Total					14780	100.0

TABLE B-6

RESIDENCE DURING THE FALL TERM OF 1967

(Illinois Nonpublic Jr. Colleges—3.1% of Total N)

Residence	N = 869 Male		N = 294 Female		N = 1162 Totals	
	N	%	N	%	N	%
No answer	37	4.3	8	2.7	45	3.9
College dorm.	89	10.2	126	43.0	215	18.5
Noncollege dorm.	23	2.6	-	-	23	2.0
College Apt. - Trailer	84	9.6	-	-	84	7.2
Noncollege room	256	29.5	-	-	256	22.0
Fraternity or sorority	10	1.2	-	-	10	0.9
At home	367	42.3	157	53.3	524	45.1
With relatives	4	0.4	3	1.0	7	0.6
Total					1162	100.0

TABLE B-7

RESIDENCE DURING THE FALL TERM OF 1967

(Illinois Nonpublic Four-Year Colleges—14.3% of Total N)

Residence	N = 2433 Male		N = 2905 Female		N = 5340 Totals	
	N	%	N	%	N	%
No answer	36	1.5	43	1.5	79	1.5
College Dorm.	1709	70.3	2261	77.8	3970	74.3
Noncollege dorm.	36	1.5	7	0.3	43	0.8
College Apt. - Trailer	12	0.5	8	0.3	20	0.4
Noncollege room	46	1.9	43	1.5	89	1.7
Fraternity or sorority	4	0.2	-	-	4	0.1
At home	586	24.1	518	17.8	1104	20.7
With relatives	5	0.2	25	0.9	30	0.6
Total					5340	100.0

TABLE B-8

RESIDENCE DURING THE FALL TERM OF 1967

(Illinois Nonpublic Universities—10.7% of Total N)

Residence	N = 2269 Male		N = 1730 Female		N = 4009 Totals	
	N	%	N	%	N	%
No answer	23	1.0	5	0.3	28	0.7
College dorm.	1281	56.5	1199	69.3	2480	61.9
Noncollege dorm.	30	1.3	10	0.6	40	1.0
College Apt. - Trailer	20	0.9	4	0.2	24	0.6
Noncollege room	50	2.2	20	1.2	70	1.8
Fraternity or sorority	70	3.1	-	-	70	1.8
At home	751	33.1	458	26.5	1209	30.2
With relatives	44	1.9	34	2.0	78	2.0
Total					4009	100.0

TABLE B-9

DISTANCE OF HOME FROM CAMPUS FOR THOSE LIVING AT HOME
FALL TERM OF 1967

(Illinois Public Jr. Colleges—29.3% of Total N)

Distance	Male		Female		Totals	
	N	%	N	%	N	%
Up to 5 miles	2775	45.6	1903	51.0	4678	47.6
6 - 10 miles	1789	29.4	1054	28.2	2843	29.0
11 - 24 miles	1094	18.0	623	16.7	1717	17.5
25 - 50 miles	403	6.6	138	3.7	541	5.5
51 or more miles	25	0.4	14	0.4	39	0.4
Total	6086		3732		9818	

TABLE B-10

DISTANCE OF HOME FROM CAMPUS FOR THOSE LIVING AT HOME
FALL TERM OF 1967

(Illinois Public Four-Year Colleges—3.3% of Total N)

Distance	Male		Female		Totals	
	N	%	N	%	N	%
Up to 5 miles	110	38.6	360	41.9	470	41.0
6 - 10 miles	140	49.1	315	36.6	455	39.7
11 - 24 miles	25	8.8	150	17.4	175	15.3
25 - 50 miles	10	3.5	30	3.5	40	3.5
51 or more miles	-	-	5	0.6	5	0.4
Total	285		860		1145	

TABLE B-11

DISTANCE OF HOME FROM CAMPUS FOR THOSE LIVING AT HOME
FALL TERM OF 1967

(Illinois Public Universities—39.4% of Total N)

Distance	Male		Female		Totals	
	N	%	N	%	N	%
Up to 5 miles	260	17.2	300	23.8	560	20.2
6 - 10 miles	420	27.8	270	21.4	690	24.9
11 - 24 miles	560	37.1	490	38.8	1050	37.9
25 - 50 miles	190	12.6	130	10.3	320	11.6
51 or more miles	80	5.3	70	5.6	150	5.4
Total	1510		1260		2770	

TABLE B-12

DISTANCE OF HOME FROM CAMPUS FOR THOSE LIVING AT HOME
FALL TERM OF 1967

(Illinois Nonpublic Jr. Colleges—3.1% of Total N)

Distance	Male		Female		Totals	
	N	%	N	%	N	%
Up to 5 miles	132	35.4	73	46.2	205	38.6
6 - 10 miles	115	30.8	42	26.6	157	29.6
11 - 24 miles	68	18.2	29	18.4	97	18.2
25 - 50 miles	43	11.5	10	6.3	53	10.0
51 or more miles	15	4.0	4	2.4	19	3.6
Total	373		158		531	

TABLE B-13

DISTANCE OF HOME FROM CAMPUS FOR THOSE LIVING AT HOME
FALL TERM OF 1967

(Illinois Nonpublic Four-Year Colleges—14.3% of Total N)

Distance	Male		Female		Totals	
	N	%	N	%	N	%
Up to 5 miles	228	36.7	284	51.3	512	43.6
6 - 10 miles	148	23.8	85	15.3	233	19.8
11 - 24 miles	134	21.6	108	19.5	242	20.6
25 - 50 miles	93	15.0	63	11.4	156	13.3
51 or more miles	18	2.9	14	2.5	32	2.7
Total	621		554		1175	

TABLE B-14

DISTANCE OF HOME FROM CAMPUS FOR THOSE LIVING AT HOME
FALL TERM OF 1967

(Illinois Nonpublic Universities—10.7% of Total N)

Distance	Male		Female		Totals	
	N	%	N	%	N	%
Up to 5 miles	232	28.8	128	28.6	360	28.7
6 - 10 miles	264	32.8	160	35.7	424	33.8
11 - 24 miles	265	32.9	150	33.5	415	33.1
25 - 50 miles	25	3.1	10	2.2	35	2.8
51 or more miles	20	2.5	-	-	20	1.6
Total	806		448		1254	

TABLE B-15

SELF-RATINGS AS COMPARED WITH PEERS BY FALL TERM, 1967, ILLINOIS
COLLEGE FRESHMEN IN PERCENTAGES[a]

Trait	High		Above Average		Average		Below Average		Low	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Academic Ability	11.2	9.2	42.8	46.0	43.5	42.8	2.1	1.3	0.2	0.3
Athletic Ability	9.7	4.3	33.0	20.3	43.6	53.9	10.7	15.2	2.8	5.6
Artistic Ability	4.4	5.3	13.7	17.4	31.8	37.4	35.6	29.9	13.9	9.5
Cheerfulness	14.2	19.3	38.7	43.7	40.7	33.9	5.4	2.0	0.6	0.3
Drive to Achieve	16.0	18.6	38.2	38.9	37.3	37.9	7.4	3.8	0.8	0.3
Leadership Ability	9.0	7.2	35.7	28.9	44.4	50.8	9.4	11.6	1.2	1.0
Mathmetical Ability	13.1	6.3	28.9	22.4	34.5	38.5	17.9	22.4	5.4	10.0
Mechanical Ability	11.1	1.5	28.7	10.4	36.0	39.4	19.2	30.9	4.8	17.1
Originality	8.9	8.7	32.7	29.9	49.7	50.7	7.4	8.9	0.6	1.2
Political Conservatism	3.8	1.8	12.6	9.0	45.8	50.4	23.5	26.1	13.4	11.1
Political Liberalism	7.5	4.9	19.1	19.2	44.3	50.4	19.8	17.4	7.9	6.0
Popularity with Opposite Sex	6.7	6.7	28.9	28.6	54.4	56.6	8.0	6.2	1.4	1.0
Public Speaking Ability	6.4	5.1	21.5	19.3	44.9	47.0	21.7	22.8	5.0	5.3
Intellectual Self-Confidence	9.9	6.7	35.2	30.3	45.3	52.1	8.6	9.5	0.9	1.0
Social Self-Confidence	8.5	7.0	31.5	30.1	44.1	49.0	13.9	11.8	1.8	1.6
Sensitivity to Criticism	5.7	8.8	21.1	24.4	55.0	54.9	13.0	8.4	4.9	2.8
Stubbornness	10.2	10.2	27.2	28.5	42.9	45.1	14.9	11.4	4.1	4.3
Understanding of Others	19.0	23.1	45.8	50.0	32.3	25.2	2.2	1.1	0.5	0.3
Writing Ability	6.8	8.6	27.3	28.7	46.9	49.6	15.4	10.5	3.4	2.1

[a] Rows total approximately 100.0 per cent.

TABLE B-16

ACCOMPLISHMENTS IN HIGH SCHOOL YEARS OF FALL TERM, 1967, ILLINOIS COLLEGE FRESHMEN: PERCENTAGES OF THOSE MEN AND WOMEN REPORTING ACCOMPLISHMENTS

Accomplishments	Percentage of Persons Reporting		
	Men (19445)	Women (18014)	Total (37476)
Was elected president of student organizations	23.2	26.2	24.6
Received high rating in a state or regional music contest	14.0	19.5	16.6
Participated in state or regional speech or debate contest	6.4	9.3	7.8
Had a major part in a play	17.2	19.3	18.2
Won a varsity letter	39.0	11.2	25.6
Won a prize or award in art competion	7.0	9.7	8.3
Edited the school paper, yearbook, etc.	9.3	17.4	13.2
Had poems, stories, essays, etc. published	13.8	24.6	19.0
Participated in Nat'l. Science Foundation summer program	2.5	1.6	2.1
Placed, 1st, 2nd, or 3rd in state or regional science contest	6.3	5.5	5.9
Was member of scholastic honor society	22.2	36.8	29.2
Won Cert. of Merit or Letter of Commendation in Nat'l. Merit Program	10.6	11.8	11.2

TABLE B-17

VALUES OF FALL TERM, 1967, ILLINOIS COLLEGE FRESHMEN WITH PERCENTAGES INDICATING DEGREES OF IMPORTANCE *

Values: to become or to obtain	Essential		Very Important		Somewhat Important		Not Important	
	Men	Women	Men	Women	Men	Women	Men	Women
Accomplished in performing arts	3.9	5.1	6.5	7.7	27.2	32.9	62.0	53.4
Authority on a special subject	27.5	19.0	38.7	35.9	28.1	36.2	5.1	7.9
Recognition from colleagues	10.7	6.6	34.3	24.8	42.7	48.5	11.8	19.2
A musician	3.4	3.1	5.8	5.1	14.5	16.6	75.8	74.5
Expert in finance	6.1	1.0	11.9	3.5	33.4	18.8	48.0	75.9
Administrative responsibility	8.0	3.6	29.0	16.5	41.0	45.1	21.3	33.5
Well-off financially	16.6	6.5	38.5	25.2	35.6	49.7	8.6	17.7
Helping those in difficulty	17.8	29.5	40.1	47.3	36.6	21.0	4.6	1.2
Peace corps or such organization	3.3	7.0	11.3	21.5	36.8	40.8	48.1	30.0
Outstanding athlete	4.4	1.3	11.0	3.3	28.5	11.7	55.7	82.8
Community leader	4.4	2.3	23.7	15.3	45.0	44.5	26.2	37.1
Theoretical scientific contribution	4.0	1.1	12.3	4.9	29.4	16.3	53.6	77.0
Write original works	4.8	6.6	8.4	11.6	23.3	26.2	62.7	55.0
Never obligated to people	9.2	7.4	17.5	18.2	33.3	30.5	38.8	42.5
Create artistic work	4.0	7.7	7.4	12.5	21.2	32.8	66.3	45.8
Up-to-date, political affairs	16.9	16.9	37.7	38.8	37.5	36.7	7.3	6.8
Success in own business	23.1	8.0	27.6	17.7	26.0	27.5	22.6	45.8

* Rows total approximately 100.0 per cent.

APPENDIX C

SURVEY OF ADMISSION POLICIES AND PRACTICES AT ILLINOIS COLLEGES AND UNIVERSITIES

1968-69

TABLE C-1

1968-69 FRESHMAN AND TRANSFER ADMISSIONS STUDY PARTICIPATION BY TYPES OF ILLINOIS INSTITUTIONS

Institution Classification[a]	Eligible[a] to Participate	Agreed to Participate	Questionnaires Returned		Rate of Participation
			Freshman	Transfer	
Public 2-year	33	33	33	33	100
Public 4-year	2	2	2	2	100
Public University	6	6	6	6	100
Nonpublic 2-year	12	11	11	11	91.6
Nonpublic 4-year	38	38	38	38	100
Nonpublic Univ.	9	9	9	9	100
Theol. & Religious	5	2	2	2	40.0
Fine Arts	7	6	6	6	85.7
Technical	4	4	4	3	87.5
All Illinois Total	116	111	111	110	95.3

[a] Taken from *Enrollment in Institutions of Higher Learning in Illinois: 1968* by G. J. Froehlich, Bureau of Institutional Research, University of Illinois, Urbana.

[b] Presently in operation and planning to continue operation in the Fall of 1969.

TABLE C-2

SURVEY OF FRESHMAN ADMISSION STANDARDS

(33 Illinois Public Two-Year Institutions)

1968-69

Questions	Yes	No	Blank[a]
Geographic Admis. Standards	4	27	2
High School Graduation	8	23	2
Recommendations	5	28	0
Credit Distribution	3	30	0
Minimum High School Rank	1	32	0
Substitute Score for Rank	1	12	20
Minimum High School Average	0	33	0
Entrance Examination	22	11	0
Exam for Admission	2	20	11
Exam for Course Placement	23	0	10
Selective Admis. Policy	1	32	0
Admis. Below Requirements	15	14	4
Application Fee	24	9	0
Fee Applied to Costs	14	11	8
Fee Refund	1	24	8
Fee Required at Application	23	2	8

Fee Amount	None	$5	$10	$15	$20	$25	Over
Number	9	1	19	3	0	1	0

[a] These include not applicable and blank responses.

TABLE C-3

SURVEY OF FRESHMAN ADMISSION STANDARDS

(11 Illinois Nonpublic Two-Year Institutions)

1968-69

Questions	Yes	No	Blank[a]
Geographic Admis. Standards	0	11	0
High School Graduation	7	4	0
Recommendations	8	3	0
Credit Distribution	4	7	0
Minimum High School Rank	3	8	0
Substitute Score for Rank	4	2	5
Minimum High School Average	2	9	0
Entrance Examination	3	7	1
Exam for Admission	1	2	8
Exam for Course Placement	2	2	7
Selective Admis. Policy	6	5	0
Admis. Below Requirements	7	4	0
Application Fee	10	1	0
Fee Applied to Costs	2	8	1
Fee Refund	1	9	1
Fee Required at Application	10	0	1

Fee Amount	None	$5	$10	$15	$20	$25	Over
Number	1	2	2	3	0	3	0

[a] These include not applicable and blank responses.

TABLE C-4

SURVEY OF FRESHMAN ADMISSION STANDARDS

(8 Illinois Public Senior Institutions)
1968-69

Questions	Yes	No	Blank[a]
Geographic Admis. Standards	6	2	0
High School Graduation	6	2	0
Recommendations	3	5	0
Credit Distribution	1	7	0
Minimum High School Rank	7	1	0
Substitute Score for Rank	6	2	0
Minimum High School Average	1	7	0
Entrance Examination	7	1	0
Exam for Admission	6	1	1
Exam for Course Placement	4	3	1
Selective Admis. Policy	8	0	0
Admis. Below Requirements	4	4	0
Application Fee	6	2	0
Fee Applied to Costs	1	5	2
Fee Refund	1	5	2
Fee Required at Application	6	0	2

Fee Amount	None	$5	$10	$15	$20	$25	Over
Number	2	0	0	6	0	0	0

[a] These include not applicable and blank responses.

TABLE C-5

SURVEY OF FRESHMAN ADMISSION STANDARDS

(38 Illinois Nonpublic Four-Year Colleges)
1968-69

Questions	Yes	No	Blank[a]
Geographic Admis. Standards	0	38	0
High School Graduation	29	9	0
Recommendations	32	6	0
Credit Distribution	21	17	0
Minimum High School Rank	18	20	0
Substitute Score for Rank	14	23	1
Minimum High School Average	14	24	0
Entrance Examination	33	5	0
Exam for Admission	27	6	5
Exam for Course Placement	23	10	5
Selective Admis. Policy	34	3	1
Admis. Below Requirements	25	12	1
Application Fee	30	8	0
Fee Applied to Costs	2	28	8
Fee Refund	2	30	6
Fee Required at Application	25	5	8

Fee Amount	None	$5	$10	$15	$20	$25	Over
Number	8	1	14	12	1	1	1

[a] These include not applicable and blank responses.

TABLE C-6

SURVEY OF FRESHMAN ADMISSION STANDARDS

(9 Illinois Nonpublic Universities)
1968-69

Questions	Yes	No	Blank[a]
Geographic Admis. Standards	0	9	0
High School Graduation	3	5	1
Recommendations	6	3	0
Credit Distribution	5	4	0
Minimum High School Rank	3	6	0
Substitute Score for Rank	1	6	2
Minimum High School Average	2	7	0
Entrance Examination	9	0	0
Exam for Admission	8	0	1
Exam for Course Placement	3	6	0
Selective Admis. Policy	8	0	1
Admis. Below Requirements	8	1	0
Application Fee	9	0	0
Fee Applied to Costs	0	9	0
Fee Refund	0	9	0
Fee Required at Application	9	0	0

Fee Amount	None	$5	$10	$15	$20	$25	Over
Number	1	0	4	3	0	1	0

[a] These include not applicable and blank responses.

TABLE C-7

SURVEY OF FRESHMAN ADMISSION STANDARDS

(12 Illinois Nonpublic Specialized Colleges[a])

1968-69

Question	Yes	No	Blank[b]
Geographic Admis. Standards	1	10	1
High School Graduation	11	1	0
Recommendations	4	8	0
Credit Distribution	8	3	1
Minimum High School Rank	2	9	1
Substitute Score for Rank	2	6	4
Minimum High School Average	1	10	1
Entrance Examination	5	7	0
Exam for Admission	5	0	7
Exam for Course Placement	4	1	7
Selective Admis. Policy	9	2	1
Admis. Below Requirements	4	6	2
Application Fee	8	3	1
Fee Applied to Costs	3	5	4
Fee Refund	3	5	4
Fee Required at Application	8	0	4

Fee Amount	None	$5	$10	$15	$20	$25	Over
Number	4	1	4	2	0	0	1

[a] A total of 12 institutions; 10 four-year and 2 two-year.

[b] These include not applicable and blank responses.

TABLE C-8

SURVEY OF UNDERGRADUATE CREDIT TRANSFER ADMISSION POLICIES AND PRACTICES

(33 Illinois Public Two-Year Colleges)

1968-69

Questions	Yes	No	Blank[a]
Definition	17	16	0
Summer Session	22	9	2
Own Previous Student	29	4	0
Multicampus	2	11	20
Correspondence-Placement	14	19	0
Enroll H. S. Students	29	4	0
Inter-College Enrollment	8	24	1
Admissions Disadvantage	5	28	0
Financial Aid Disadvantage	0	33	0
Orientation Disadvantage	1	32	0
Athletics Disadvantage	10	22	1
Housing Disadvantage	0	23	10
Minimum G.P.A.	6	27	0
Each College Transcript	32	1	0
Last College Transcript	3	15	15
High School Transcript	28	5	0
Test Scores	27	6	0
Recommendations	3	22	8
Medical Report	27	6	0
Disciplinary Record	11	21	1
In Good Standing	27	5	1
Academic Probation	33	0	0

[a] These include not applicable and blank responses.

TABLE C-8 (Continued)

SURVEY OF UNDERGRADUATE CREDIT TRANSFER ADMISSION POLICIES AND PRACTICES

(33 Illinois Public Two-Year Colleges)

1968-69

Questions	Yes	No	Blank
Academic Dismissal	31	1	1
Disciplinary Probation	24	4	5
Disciplinary Dismissal	23	4	6
Admit in any Term	33	0	0
Same Standards Each Term	27	6	0
Higher Than Stated Policy	0	32	1
Division Standards Differ	17	8	8
Curricular Standards Differ	22	11	0
Probation Conditions	2	6	25
Veterans Policy	3	30	0
Disabled Policy	1	31	0
Disadvantaged Policy	1	32	0
Accreditation Policy	18	14	1
Non Degree vs. B.A.	17	15	1
Part-Time vs. Full-Time	15	18	0
Out-of-State Policy	6	27	0
Non H.S. Graduates	1	32	0
D Grades	27	6	0
Proficiency Exam Credit	25	6	2
Military Service Credit	26	7	0
Advanced Placement Credit	22	8	3
College Level Exams Credit	17	4	2
2-Yr. Class I Transfer	4	29	0
North Central Candidates	4	29	0
North Central Correspondents	4	29	0
Other Accreditation	4	11	18

TABLE C-8 (Continued)

SURVEY OF UNDERGRADUATE CREDIT TRANSFER ADMISSION POLICIES AND PRACTICES

(33 Illinois Public Two-Year Colleges)

1968-69

Questions	Yes	No	Blank
Copy of Evaluation	11	21	1
Credit without Counterpart	28	5	0
Transfer Forgiveness	11	22	0
Native Forgiveness	6	3	24
Transcript Shows Discipline	11	21	1

Minimum GPA	Below	2.00	2.01-2.25	2.26-2.50	2.51-3.00	Over
Number	30	3	0	0	0	0

Evaluation Completed	Before Admission	Before Enrollment	After Enrollment	Varies
Number	7	6	3	17

TABLE C-9

SURVEY OF UNDERGRADUATE CREDIT TRANSFER ADMISSION POLICIES AND PRACTICES

(11 Illinois Nonpublic Two-Year Colleges)

1968-69

Questions	Yes	No	Blank[a]
Definition	7	4	0
Summer Session	5	6	0
Own Previous Student	6	4	1
Multicampus	0	4	7
Correspondence-Placement	0	10	1
Enroll H.S. Students	6	5	0
Inter-College Enrollment	2	9	0
Admissions Disadvantage	0	10	1
Financial Aid Disadvantage	0	11	0
Orientation Disadvantage	1	10	0
Athletics Disadvantage	1	9	1
Housing Disadvantage	0	9	2
Minimum G.P.A.	4	7	0
Each College Transcript	11	0	0
Last College Transcript	0	3	8
High School Transcript	10	1	0
Test Scores	10	0	1
Recommendations	8	2	1
Medical Report	7	4	0
Disciplinary Record	7	4	0
In Good Standing	9	0	2

[a] These include not applicable and blank responses.

TABLE C-9 (Continued)

SURVEY OF UNDERGRADUATE CREDIT TRANSFER ADMISSION POLICIES AND PRACTICES

(11 Illinois Nonpublic Two-Year Colleges)

1968-69

Questions	Yes	No	Blank
Academic Probation	9	1	1
Academic Dismissal	8	2	1
Disciplinary Probation	3	5	3
Disciplinary Dismissal	2	6	3
Admit in any Term	11	0	0
Same Standards Each Term	8	3	0
Higher Than Stated Policy	0	11	0
Division Standards Differ	4	1	6
Curricular Standards Differ	9	1	1
Probation Conditions	1	3	7
Veterans Policy	2	7	2
Disabled Policy	0	11	0
Disadvantaged Policy	1	10	0
Accreditation Policy	4	6	1
Non Degree vs. B.A.	1	8	2
Part-Time vs. Full-Time	4	7	0
Out-of-State Policy	0	6	5
Non H.S. Graduates	3	7	1
D Grades	5	5	1
Proficiency Exam Credit	9	1	1
Military Service Credit	7	1	3
Advanced Placement Credit	10	0	1
College Level Exams Credit	8	1	2
2-Yr. Class I Transfer	1	8	2
North Central Candidates	1	8	2

TABLE C-9 (Continued)

SURVEY OF UNDERGRADUATE CREDIT TRANSFER ADMISSION POLICIES AND PRACTICES

(11 Illinois Nonpublic Two-Year Colleges)

1968-69

Questions	Yes	No	Blank
North Central Correspondents	1	8	2
Other Accreditation	0	5	6
Copy of Evaluation	5	4	2
Credit without Counterpart	7	2	2
Transfer Forgiveness	3	7	1
Native Forgiveness	2	0	9
Transcript Shows Discipline	3	7	1

Minimum GPA	Below	2.00	2.01-2.25	2.26-2.50	2.51-3.00	Over
Number	8	3	0	0	0	0

Evaluation Completed	Before Admission	Before Enrollment	After Enrollment	Varies
Number	1	5	0	5

TABLE C-10

SURVEY OF UNDERGRADUATE CREDIT TRANSFER ADMISSION POLICIES AND PRACTICES

(8 Illinois Public Colleges and Universities)

1968-69

Questions	Yes	No	Blank[a]
Definition	8	0	0
Summer Session	3	5	0
Own Previous Student	2	6	0
Multi-Campus	1	6	1
Correspondence-Placement	2	5	1
Enroll H.S. Students	4	3	1
Inter-College Enrollment	5	3	0
Admissions Disadvantage	1	7	0
Financial Aid Disadvantage	1	7	0
Orientation Disadvantage	2	6	0
Athletics Disadvantage	3	5	0
Housing Disadvantage	1	5	2
Minimum G.P.A.	8	0	0
Each College Transcript	8	0	0
Last College Transcript	0	6	2
High School Transcript	6	2	0
Test Scores	5	2	1
Recommendations	2	6	0

[a] These include not applicable and blank responses.

TABLE C-10 (Continued)

SURVEY OF UNDERGRADUATE CREDIT TRANSFER ADMISSION POLICIES AND PRACTICES

(8 Illinois Public Colleges and Universities)

1968-69

Questions	Yes	No	Blank
Medical Report	8	0	0
Disciplinary Record	3	4	1
In Good Standing	1	7	0
Academic Probation	5	3	0
Academic Dismissal	3	5	0
Disciplinary Probation	6	1	1
Disciplinary Dismissal	4	3	1
Admit in any Term	8	0	0
Same Standards Each Term	5	3	0
Too many Applicants	0	7	1
Division Standards Differ	7	1	0
Curricular Standards Differ	7	1	0
Probation Conditions	0	3	5
Out-of-State Policy	1	7	0
Veterans Policy	5	3	0
Disabled Policy	1	7	0
Disadvantaged Policy	1	7	0
Accreditation Policy	1	7	0
2-Yr. to 4-Yr. Transfer Policy	7	1	0
2-Yr. Time Requirement	3	5	0
2-Yr. Degree Advantage	1	7	0
Non-Degree vs. B.A.	4	4	0

TABLE C-10 (Continued)

SURVEY OF UNDERGRADUATE CREDIT TRANSFER ADMISSION POLICIES AND PRACTICES

(8 Illinois Public Colleges and Universities)
1968-69

Questions	Yes	No	Blank
Part-time Vs. Full-time	2	6	0
Non H.S. Graduates	1	7	0
D Grades	6	2	0
Max. 2-Yr. Transfer Hours	6	2	0
Accept Vocational Credit	3	5	0
Same as B.A. Oriented	3	2	3
Proficiency Exam Credit	5	3	0
Military Service Credit	3	5	0
Advanced Placement Credit	6	2	0
College Level Exams Credit	2	5	1
2-Yr. Class I Transfer	5	3	0
North Central Candidates	4	4	0
North Central Correspondents	2	5	1
Other	0	1	7
A.A.-General Education	0	8	0
Copy of Evaluation	5	3	0
Credit without Counterpart	8	0	0
Transfer Forgiveness	1	7	0
Native Forgiveness	1	0	7
2 Yr.-Upper Division Credit	6	2	0
Transcript Shows Discipline	4	4	0

TABLE C-10 (Continued)

SURVEY OF UNDERGRADUATE CREDIT TRANSFER ADMISSION POLICIES AND PRACTICES

(8 Illinois Public Colleges and Universities)
1968-69

GPA Minimum	None	2.00	2.01-2.25	2.26-2.50	2.51-3.00	Over
Number	0	7	1	0	0	0

Transfer Hours	Blank	54-59	60-62	64	66	Over
Number	2	0	0	0	2	4

Evaluation Completed	Before Admission	Before Enrollment	After Enrollment	Varies
Number	1	4	0	3

TABLE C-11

SURVEY OF UNDERGRADUATE CREDIT TRANSFER ADMISSION POLICIES AND PRACTICES

(38 Illinois Nonpublic Four-Year Colleges)
1968-69

Questions	Yes	No	Blank[a]
Definition	24	13	1
Summer Session	6	32	0
Own Previous Student	19	19	0
Multi-Campus	2	9	27
Correspondence-Placement	6	31	1
Enroll H.S. Students	24	13	1
Inter-College Enrollment	17	19	2
Admissions Disadvantage	2	34	2
Financial Aid Disadvantage	7	30	1
Orientation Disadvantage	3	30	5
Athletics Disadvantage	13	20	5
Housing Disadvantage	1	34	3
Minimum G.P.A.	24	14	0
Each College Transcript	37	1	0
Last College Transcript	2	26	10
High School Transcript	35	2	1
Test Scores	25	12	1

[a] These include not applicable and blank responses.

TABLE C-11 (Continued)

SURVEY OF UNDERGRADUATE CREDIT TRANSFER ADMISSION POLICIES AND PRACTICES

(38 Illinois Nonpublic Four-Year Colleges)
1968-69

Questions	Yes	No	Blank
Recommendations	30	6	2
Medical Report	30	7	1
Disciplinary Record	22	15	1
In Good Standing	11	26	1
Academic Probation	22	14	2
Academic Dismissal	20	17	1
Disciplinary Probation	15	21	2
Disciplinary Dismissal	15	21	2
Admit in any Term	36	2	0
Same Standards Each Term	28	9	1
Too many Applicants	1	37	0
Division Standards Same	11	2	25
Curricular Standards Same	32	3	3
Probation Conditions	5	6	27
Out-of-State Policy	0	37	1
Veterans Policy	16	19	3
Disabled Policy	9	28	1
Disadvantaged Policy	14	22	2
Accreditation Policy	14	24	0
2-Yr. to 4-Yr. Transfer Policy	36	2	0
2-Yr. Time Requirement	1	36	1
2-Yr. Degree Policy	1	37	0
Non-Degree vs. B.A.	13	23	2

TABLE C-11 (Continued)
SURVEY OF UNDERGRADUATE CREDIT TRANSFER ADMISSION POLICIES AND PRACTICES

(38 Illinois Nonpublic Four-Year Colleges)
1968-69

Questions	Yes	No	Blank
Part-time Vs. Full-time	12	20	6
Non H.S. Graduates	8	24	6
D Grades	14	23	1
Max. 2-Yr. Transfer Hours	22	16	0
Accept Vocational Credit	8	28	2
Same as B.A. Oriented	6	5	27
Proficiency Exam Credit	22	14	2
Military Service Credit	13	20	5
Advanced Placement Credit	25	11	2
College Level Exams Credit	21	13	4
2-Yr. Class I Transfer	8	25	5
North Central Candidates	9	25	4
North Central Correspondents	10	24	4
Other	5	2	31
A.A.-General Education	1	36	1
Copy of Evaluation	33	4	1
Credit without Counterpart	25	13	0
Transfer Forgiveness	9	28	1
Native Forgiveness	6	3	29
2 Yr.-Upper Division Credit	25	12	1
Transcript Shows Discipline	16	22	0

TABLE C-11 (Continued)
SURVEY OF UNDERGRADUATE CREDIT TRANSFER ADMISSION POLICIES AND PRACTICES

(38 Illinois Nonpublic Four-Year Colleges)
1968-69

GPA Minimum	Below	2.00	2.01-2.25	2.26-2.50	2.51-3.00	Over
Number	2	22	0	3	0	0

Transfer Hours	Blank	54-59	60-62	64	66	Over
Number	17	0	5	5	10	0

Evaluation Completed	Before Admission	Before Enrollment	After Enrollment	Varies
Number	7	21	2	8

TABLE C-12
SURVEY OF UNDERGRADUATE CREDIT TRANSFER ADMISSION POLICIES AND PRACTICES

(9 Illinois Nonpublic Universities)
1968-69

Questions	Yes	No	Blank[a]
Definition	8	1	0
Summer Session	2	7	0
Own Previous Student	3	6	0
Multi-Campus	0	6	3
Correspondence-Placement	3	6	0
Enroll H.S. Students	5	4	0
Inter-College Enrollment	3	6	0
Admissions Disadvantage	1	8	0
Financial Aid Disadvantage	4	5	0
Orientation Disadvantage	1	8	0
Athletics Disadvantage	3	6	0
Housing Disadvantage	3	5	1
Minimum G.P.A.	7	2	0
Each College Transcript	9	0	0
Last College Transcript	0	7	2
High School Transcript	9	0	0
Test Scores	4	5	0

[a] These include not applicable and blank responses.

TABLE C-12 (Continued)
SURVEY OF UNDERGRADUATE CREDIT TRANSFER ADMISSION POLICIES AND PRACTICES

(9 Illinois Nonpublic Universities)
1968-69

Questions	Yes	No	Blank
Recommendations	6	3	0
Medical Report	7	2	0
Disciplinary Record	5	4	0
In Good Standing	0	9	0
Academic Probation	2	7	0
Academic Dismissal	4	5	0
Disciplinary Probation	3	6	0
Disciplinary Dismissal	3	5	1
Admit in any Term	7	2	0
Same Standards Each Term	8	0	1
Too many Applicants	0	9	0
Division Standards Differ	9	0	0
Curricular Standards Differ	9	0	0
Probation Conditions	0	2	7
Out-of-State Policy	0	9	0
Veterans Policy	3	6	0
Disabled Policy	1	8	0
Disadvantaged Policy	1	8	0
Accreditation Policy	2	7	0
2-Yr. to 4-Yr. Transfer Policy	9	0	0
2-Yr. Time Requirement	3	6	0
2-Yr. Degree Policy	0	9	0

TABLE C-12 (Continued)
SURVEY OF UNDERGRADUATE CREDIT TRANSFER ADMISSION POLICIES AND PRACTICES

(9 Illinois Nonpublic Universities)
1968-69

Questions	Yes	No	Blank
Non-Degree vs. B.A.	4	5	0
Part-time Vs. Full-time	4	5	0
Non H.S. Graduates	1	8	0
D Grades	2	7	0
Max. 2-Yr. Transfer Hours	9	0	0
Accept Vocational Credit	1	7	1
Same as B.A. Oriented	1	1	7
Proficiency Exam Credit	7	2	0
Military Service Credit	2	7	0
Advanced Placement Credit	7	2	0
College Level Exams Credit	4	4	1
2-Yr. Class I Transfer	6	2	1
North Central Candidates	5	4	0
North Central Correspondents	5	4	0
Other	0	1	8
A.A.-General Education	0	9	0
Copy of Evaluation	7	2	0
Credit without Counterpart	4	4	1
Transfer Forgiveness	0	9	0
Native Forgiveness	0	0	9
2 Yr.-Upper Division Credit	4	5	0
Transcript Shows Discipline	3	6	0

TABLE C-12 (Continued)
SURVEY OF UNDERGRADUATE CREDIT TRANSFER ADMISSION POLICIES AND PRACTICES

(9 Illinois Nonpublic Universities)
1968-69

GPA Minimum	Below	2.00	2.01-2.25	2.26-2.50	2.51-3.00	Over
Number	1	6	0	0	2	0

Transfer Hours	Blank	54-59	60-62	64	66	Over
Number	2	0	1	1	5	0

Evaluation Completed	Before Admission	Before Enrollment	After Enrollment	Varies
Number	1	4	1	3

TABLE C-13
SURVEY OF UNDERGRADUATE CREDIT TRANSFER ADMISSION POLICIES AND PRACTICES

(10 Illinois Nonpublic Four-Year Specialized Colleges [a])

1968-69

Question	Yes	No	Blank[b]
Definition	6	4	0
Summer Session	4	6	0
Own Previous Student	7	3	0
Multicampus	0	4	6
Correspondence-Placement	3	6	1
Enroll H. S. Students	4	6	0
Inter-College Enrollment	7	3	0
Admissions Disadvantage	0	10	0
Financial Aid Disadvantage	1	9	0
Orientation Disadvantage	1	9	0
Athletics Disadvantage	0	5	5
Housing Disadvantage	0	8	2
Minimum G.P.A.	1	9	0
Each College Transcript	10	0	0
Last College Transcript	0	3	7
High School Transcript	10	0	0
Test Scores	7	3	0
Recommendations	5	5	0
Medical Report	5	5	0
Disciplinary Record	4	5	1
In Good Standing	8	2	0

[a] Total of 10 institutions in the study. No report is made on two-year colleges since there were only two eligible institutions.

[b] These include not applicable and blank responses.

TABLE C-13 (Continued)

SURVEY OF UNDERGRADUATE CREDIT TRANSFER ADMISSION POLICIES AND PRACTICES

(10 Illinois Nonpublic Four-Year Specialized Colleges [a])
1968-69

Question	Yes	No	Blank
Academic Probation	8	2	0
Academic Dismissal	5	5	0
Disciplinary Probation	3	5	2
Disciplinary Dismissal	3	5	2
Admit in Any Term	9	1	0
Same Standards Each Term	9	1	0
Higher Than Stated Policy	1	9	0
Division Standards Same	4	1	5
Curricular Standards Same	7	2	1
Probation Conditions	2	1	7
Out-of-State Policy	1	9	0
Veterans Policy	2	7	1
Disabled Policy	1	8	1
Disadvantaged Policy	1	8	1
Accreditation Policy	2	8	0
2-yr. to 4-yr. Transfer Policy	10	0	0
2-yr. College Attendance Requirement	0	9	1
2-yr. Degree Policy	0	8	2
Nondegree vs. B. A.	8	2	0
Part-time vs. Full-time	3	7	0
Non-H. S. Graduates	6	2	2
"D" Grades	2	8	0
Max. 2-yr. Transfer Hours	2	7	1

TABLE C-13 (Continued)

SURVEY OF UNDERGRADUATE CREDIT TRANSFER ADMISSION POLICIES AND PRACTICES

(10 Illinois Nonpublic Four-Year Specialized Colleges [a])
1968-69

Question	Yes	No	Blank
Accept Vocational Credit	6	3	1
Same as B. A.-Oriented	5	0	5
Proficiency Exam Credit	8	1	1
Military Service Credit	5	2	3
Advanced Placement Credit	6	3	1
College Level Exams Credit	6	3	1
2-yr. Class I Transfer	1	9	0
North Central Candidates	1	9	0
North Central Correspondents	1	9	0
Other	2	3	5
A. A. - General Education	2	5	3
Copy of Evaluation	8	2	0
Credit without Counterpart	5	4	1
Transfer Forgiveness	5	4	1
Native Forgiveness	3	1	6
2-yr-Upper Division Credit	9	1	0
Transcript Shows Discipline	7	2	1

GPA Minimum	None	2.00
Number	9	1

Transfer Hours	Blank	54-59
Number	9	1

Evaluation Completed	Before Admission	Before Enrollment	After Enrollment	Varies
Number	3	1	1	5

STUDENT INFORMATION FORM

Name____
(Please Print) Last First Middle Maiden

Home Address____
Number Street

____
City State Zip

Home Telephone____

Home County____

School Enrolled in Fall, 1967_________________________________

*(List Campus, if branch)*____________________________________

Social Security No. *(Fill in and use one box for each digit)*:
☐☐☐☐☐☐☐☐☐ 18 - 26

Do not write below:

Student No. ☐☐☐☐☐☐☐ 6 - 12

R - C ☐☐ 13

Type of Institution ☐☐☐☐☐☐ 14

County Code ☐☐☐ 15 -17

DIRECTIONS: Answer the following items by crossing (X) the appropriate box (or boxes). Follow the instructions for each item.

1. Year of birth:
(Fill in) 1 9 ☐☐ **27 - 28**

2. Your Sex: **29**
Male . . . . ☐ *1*
Female . . . . ☐ *2*

3. Marital Status: **30**
Not married . . . . ☐ *1*
Married . . . . ☐ *2*

4. In what month and year did you graduate from high school?
Month *(Check one)* ☐January *1* ☐June *6* ☐Aug. *9* **31**
Year (Fill in) 1 9 ☐☐ **32-33**

5. From what kind of high school did you graduate? **34**
Public . . . . ☐ *1*
Non-public . . . . ☐ *2*
Not a high school graduate. . . . . ☐ *3*

6. From what kind of high school curriculum did you graduate? **35**
Commercial or business . . . . . . ☐ *1*
Technical . . . . ☐ *2*
Academic or college prep . . . . . ☐ *3*
General . . . . ☐ *4*
Unknown . . . . ☐ *5*

7. About how many students were in your high school graduating class? **36**
25 or less . . . . ☐ *1*
26-99 . . . . ☐ *2*
100-399. . . . . ☐ *3*
400 or more . . . . ☐ *4*

8. What was your major activity during the past year prior to your attendance at this college? **37**
At another college . . . . ☐ *1*
In high school . . . . ☐ *2*
Working . . . . ☐ *3*
In military service . . . . ☐ *4*
Other. . . . . ☐ *5*

9. How did each of these qualities influence you in your choice of college? (Mark one column for each item.)

(A: a major consideration)
(B: a minor consideration)
(C: of no importance)

	A *3*	B *2*	C *1*	
Reputation of faculty for good teaching	☐	☐	☐	**38**
Friendly social climate	☐	☐	☐	**39**
Reputation of faculty for research	☐	☐	☐	**40**
Emphasis on religion	☐	☐	☐	**41**
Students and faculty active in political and social affairs	☐	☐	☐	**42**
Cost	☐	☐	☐	**43**
Good athletic program	☐	☐	☐	**44**
Close to home	☐	☐	☐	**45**
My friends are going (will go) there	☐	☐	☐	**46**
Has fraternities and sororities	☐	☐	☐	**47**
College offers me a scholarship or other financial aid	☐	☐	☐	**48**
Intellectual atmosphere	☐	☐	☐	**49**
Coeducational	☐	☐	☐	**50**
Strong academic competition	☐	☐	☐	**51**
Lack of academic competition	☐	☐	☐	**52**
Located in large cosmopolitan city or area	☐	☐	☐	**53**
Can commute from home	☐	☐	☐	**54**
Family	☐	☐	☐	**55**
Curriculum – choice or program	☐	☐	☐	**56**

10. Rate yourself on each of the following traits as you really think you are when compared with the average student of your own age. We want the most accurate estimate of how you see yourself. (Mark one column for each item.)

Trait	High *5*	Above Average *4*	Average *3*	Below Average *2*	Low *1*	
Academic ability	☐	☐	☐	☐	☐	**57**
Athletic ability	☐	☐	☐	☐	☐	**58**
Artistic ability	☐	☐	☐	☐	☐	**59**
Cheerfulness	☐	☐	☐	☐	☐	**60**
Drive to achieve	☐	☐	☐	☐	☐	**61**
Leadership ability	☐	☐	☐	☐	☐	**62**
Mathematical ability	☐	☐	☐	☐	☐	**63**
Mechanical ability	☐	☐	☐	☐	☐	**64**
Originality	☐	☐	☐	☐	☐	**65**
Political conservatism	☐	☐	☐	☐	☐	**66**
Political liberalism	☐	☐	☐	☐	☐	**67**
Popularity with opposite sex	☐	☐	☐	☐	☐	**68**
Public speaking ability	☐	☐	☐	☐	☐	**69**
Self-confidence (intellectual)	☐	☐	☐	☐	☐	**70**
Self-confidence (social)	☐	☐	☐	☐	☐	**71**
Sensitivity to criticism	☐	☐	☐	☐	☐	**72**
Stubbornness	☐	☐	☐	☐	☐	**73**
Understanding of others	☐	☐	☐	☐	☐	**74**
Writing ability	☐	☐	☐	☐	☐	**75**

11. What was your approximate rank in your high school graduating class?

	76
Upper ¼	☐ 1
Second ¼	☐ 2
Third ¼	☐ 3
Lower ¼	☐ 4
Do not know	☐ 5

12. Which letter most closely indicates your average grade in high school?

	77
A	☐ 4
B	☐ 3
C	☐ 2
D	☐ 1

13. What is the highest academic degree that you intend to obtain? (Mark only one.)

	78
None	☐ 1
Associate Degree (2 yrs.)	☐ 2
Bachelor's Degree (B.A., B.S., etc.)	☐ 3
Master's Degree (M.A., M.S., etc.)	☐ 4
Ph.D or Ed.D.	☐ 5
Doctor of Med., Veterinary Med., Dental Surgery	☐ 6
Bachelor of Law, Doctor of Jurisprudence	☐ 7
Bachelor of Divinity	☐ 8
Other	☐ 9

14. What is your racial background? (Mark only one.)

	79
Caucasian	☐ 1
Negro	☐ 2
American Indian	☐ 3
Oriental	☐ 4
Other	☐ 5

15. What is your present religious preference? (Mark only one.)

	Your Present religious preference 80
Protestant	☐ 1
Roman Catholic	☐ 2
Jewish	☐ 3
Other	☐ 4
None	☐ 5

CARD 2

Classification Data 2-12

16. a) What is your current home state?
b) Your birthplace? (Mark one in each column below:)

	Your current home state 13	Your birthplace 14
Illinois	☐ 1	☐ 1
Indiana	☐ 2	☐ 2
Iowa	☐ 3	☐ 3
Missouri	☐ 4	☐ 4
Wisconsin	☐ 5	☐ 5
Other, U.S.	☐ 6	☐ 6
Other Nations	☐ 7	☐ 7

17. Indicate the importance to you personally of each of the following: (Mark one for each item)

	Essential 4	Very Important 3	Somewhat Important 2	Not Important 1	
Becoming accomplished in one of the performing arts, (acting, dancing, etc.)	☐	☐	☐	☐	15
Becoming an authority on a special subject in my subject field	☐	☐	☐	☐	16
Obtaining recognition from my colleagues for contributions in my special field	☐	☐	☐	☐	17
Becoming an accomplished musician (performer, composer)	☐	☐	☐	☐	18
Becoming an expert in finance and commerce	☐	☐	☐	☐	19
Having administrative responsibility for the work of others	☐	☐	☐	☐	20
Being very well-off financially	☐	☐	☐	☐	21
Helping others who are in difficulty	☐	☐	☐	☐	22
Participating in an organization like the Peace Corps or Vista	☐	☐	☐	☐	23
Becoming an outstanding athlete	☐	☐	☐	☐	24
Becoming a community leader	☐	☐	☐	☐	25
Making a theoretical contribution to science	☐	☐	☐	☐	26
Writing original works (poems, novels, short stories, etc.)	☐	☐	☐	☐	27
Never being obligated to people	☐	☐	☐	☐	28
Creating artistic work (painting, sculpture, decorating, etc.)	☐	☐	☐	☐	29
Keeping up to date with political affairs	☐	☐	☐	☐	30
Being successful in a business of my own	☐	☐	☐	☐	31

18. If you are enrolled in an occupational technical-vocational curriculum (1 to 3 years not leading to a baccalaureate degree), indicate your first choice (your probable major field of study) and your second choice among the following: [If you are not enrolled in the following curricula, skip number 18 and answer number 19.]

Occupational Technical-Vocational Programs (1 to 3 years):	32 1st	33 2nd
A. Engineering-Related Curriculums: such as Aeronautical Technology, Architectural and Building Technology, Chemical Technology, Civil Technology, Electrical and/or Electronics Technology, Industrial Technology, Mechanical Technology and all other engineering-related curriculums.	☐	☐ 1
B. Science-Related Curriculums: such as Agriculture, Forestry, Scientific Data Processing, and other science-related curriculums.	☐	☐ 2
C. Health Service Curriculums: such as Dental Assistant, Dental Hygiene, Dental Laboratory Assistant, Medical or Biological Laboratory Technician, Nursing-Practical, Nursing-Diploma Program, X-Ray Technology and other health-related curriculums.	☐	☐ 3
D. Non-Science Related Curriculums:		
Business and Commerce (including Secretarial and Data Processing)	☐	☐ 4
Fine, applied and graphic arts	☐	☐ 5
Home Economics	☐	☐ 6
Police Technology or Law Enforcement	☐	☐ 7
All other non-science-related curriculums	☐	☐ 8

19. **If you are enrolled in a baccalaureate degree program (in either a junior or a senior college), indicate your first choice (your probable major field of study) and your second choice among the following:**
[If you are not enrolled in the following curricula, skip number 19 and answer number 20.]

		34-35 *1st*	36-37 *2nd*	
E.	Arts and Humanities: such as Architecture, English (literature), Fine Arts, History, Journalism (writing), Language (modern), Music, Philosophy, Speech and Drama, Theology, other related curriculums.	☐	☐	*01*
F.	Biological Science: such as Biology (general), Biochemistry, Biophysics, Botany, Zoology, other related curriculums.	☐	☐	*02*
G.	Business: such as Accounting, Business Administration, Management, Marketing, other related curriculums.	☐	☐	*03*
H.	Engineering: such as Aeronautical, Civil, Chemical, Industrial, Mechanical, and other engineering related curriculums.	☐	☐	*04*
I.	Physical Science: such as Chemistry, Earth Science, Physics, Mathematics, other physical science related curriculums.	☐	☐	*05*
J.	Professional: such as Health Technology (medical, dental, laboratory), Nursing, Pharmacy, Predentistry, Prelaw, Premedical, Preveterinary, Therapy (occupational, physical, speech), and other professional related curriculum.	☐	☐	*06*
K.	Social Sciences: such as Anthropology, Economics, History, Political Science (government, int. relations), Psychology, Social Work, Sociology, other social science related curriculums.	☐	☐	*07*
L.	Other Fields:			
	Agriculture	☐	☐	*08*
	Communications (radio, T.V., etc)	☐	☐	*09*
	Education	☐	☐	*10*
	Forestry	☐	☐	*11*
	Home Economics	☐	☐	*12*
	Industrial Arts	☐	☐	*13*
	Library Science	☐	☐	*14*
	Military Science	☐	☐	*15*
	Physical Education and Recreation	☐	☐	*16*
	All other 4-5 year majors	☐	☐	*17*
	Undecided	☐	☐	*18*

20. The following questions deal with accomplishments that might possibly apply to your high school years: (Please mark all that apply.)

	Yes *2*	No *1*	
Was elected president of one or more student organizations (recognized by the school)	☐	☐	**38**
Received a high rating (good, excellent) in a state or regional music contest.	☐	☐	**39**
Participated in a state or regional speech or debate contest.	☐	☐	**40**
Had a major part in a play	☐	☐	**41**
Won a varsity letter (sports)	☐	☐	**42**
Won a prize or award in an art competition	☐	☐	**43**
Edited the school paper, yearbook, or literary magazine	☐	☐	**44**
Had poems, stories, essays, or articles published	☐	☐	**45**
Participated in a National Science Foundation summer program	☐	☐	**46**
Placed (first, second, or third) in a state or regional science contest	☐	☐	**47**
Was a member of a scholastic honor society	☐	☐	**48**
Won a Certificate of Merit or Letter of Commendation in the National Merit Program	☐	☐	**49**

21. Through what source are you financing the first year of your undergraduate education? (Mark one column for each item.)

	Major Source *3*	Minor Source *2*	Not a Source *1*	
Employment during college	☐	☐	☐	**50**
Employment during summer	☐	☐	☐	**51**
Scholarship	☐	☐	☐	**52**
G. I. Bill	☐	☐	☐	**53**
Personal Savings	☐	☐	☐	**54**
Loan	☐	☐	☐	**55**
Parental aid	☐	☐	☐	**56**
Work study (NDEA)	☐	☐	☐	**57**
Economic Opportunity Grant	☐	☐	☐	**58**

22. **Do you have any concern about your ability to finance your college education? (Mark only one.)**

59

None (I am confident that I will have sufficient funds) ☐ *1*
Some concern (but I will probably have enough funds) ☐ *2*
Major concern (not sure I will be able to complete college) ☐ *3*

23. **What is your best estimate of the total income last year of your parental family? (Consider annual income from all sources before taxes.)**

60

Less than $4,000 ☐ *1*
$4,000-$5,999 ☐ *2*
$6,000-$7,999 ☐ *3*
$8,000-$9,999 ☐ *4*
$10,000-$14,999 ☐ *5*
$15,000-$19,999 ☐ *6*
$20,000-$24,999 ☐ *7*
$25,000-$29,999 ☐ *8*
$30,000 or more ☐ *9*

24. What was the approximate size (population) of the community in which you lived at the time of your graduation from high school?

61

Farm resident ☐ *1*
Rural (unincorporated) ☐ *2*
1000 or less ☐ *3*
1001-5000 ☐ *4*
5001-20,000 ☐ *5*
20,001-100,000 ☐ *6*
100,000 or more ☐ *7*

25. Are you presently a member of a military reserve group?

62

No ☐ *1*
Yes ☐ *2*

26. Are you a veteran of the military service?

63

No ☐ *1*
Yes ☐ *2*

27. Are you currently enrolled in the college which you entered in the Fall of 1967?

64

No ☐ *1*
Yes ☐ *2*

28. For how many hours of college credit were you registered during the 1967 fall term?

65

Less than 12 hours ☐ *1*
12 hours or more ☐ *2*

29. Where did you live last fall while in college?

66

College or university dorm ☐ *1*
Non-college or university dorm ☐ *2*
College or university apartment or trailer ☐ *3*
Non-university room ☐ *4*
Fraternity or sorority ☐ *5*
At home ☐ *6*
With relatives ☐ *7*

30. If you answered number 29 with "at home", how far is your home from the campus?

	67
Up to 5 miles	☐ *1*
6-10 miles	☐ *2*
11-24 miles.	☐ *3*
25-50 miles.	☐ *4*
51 or more miles	☐ *5*
Not at home	☐ *6*

31. To how many colleges did you apply for September, 1967 admission?

	68
One	☐ *1*
Two	☐ *2*
Three	☐ *3*
Four	☐ *4*
Five	☐ *5*
More than five	☐ *6*

32. If you applied to more than one college, indicate whether the institution you entered in September, 1967 was your:

	69
First choice	☐ *1*
Second choice	☐ *2*
Third choice	☐ *3*
Other	☐ *4*
Applied to only one	☐ *5*

33. If the institution you entered in September, 1967 was not your first choice, check below the item which applies to the institution that was your first choice(otherwise, go on to number 34):

	70
Public, in Illinois	☐ *1*
Non-public, in Illinois	☐ *2*
Public, out of Illinois	☐ *3*
Non-public, out of Illinois	☐ *4*

34. If the institution you entered in September, 1967, was not your first choice, check the first and second most important reasons that kept you from attending college of first choice(otherwise go on to number 35):

	71 *1st*	72 *2nd*
Cost	☐	☐ *1*
Distance	☐	☐ *2*
Parental Objection	☐	☐ *3*
Was not accepted	☐	☐ *4*
Was accepted too late	☐	☐ *5*
Was not offered adequate financial aid	☐	☐ *6*

35. What is the highest level of formal education obtained by each of your parents: (Mark one in each column.)

	73 Father	74 Mother
Grammar school or less	☐ *1*	☐ *1*
Some high school	☐ *2*	☐ *2*
High school graduate	☐ *3*	☐ *3*
Some college	☐ *4*	☐ *4*
College degree	☐ *5*	☐ *5*
Postgraduate degree	☐ *6*	☐ *6*
Do not know	☐ *7*	☐ *7*

36. Career Occupation: (Mark only three responses, one in each column). [Note: If more than one occupation, check only the principal one; if your father (or mother) is deceased, please indicate his (her) last occupation.]

"Y" Your career occupation
"F" Father's present occupation
"M" Mother's present occupation

	75-76 Yours	77-78 Father's	79-80 Mother's
Accountant or actuary	☐	☐	☐ *01*
Actor or entertainer	☐	☐	☐ *02*
Architect	☐	☐	☐ *03*
Artist	☐	☐	☐ *04*
Business (secretarial-clerical)	☐	☐	☐ *05*
Business executive (management, administrator).	☐	☐	☐ *06*
Business owner or proprietor	☐	☐	☐ *07*
Business salesman or buyer	☐	☐	☐ *08*
Clergyman (minister, priest)	☐	☐	☐ *09*
Clergy (other religious)	☐	☐	☐ *10*
Clinical pyschologist	☐	☐	☐ *11*
College teacher	☐	☐	☐ *12*
Computer programmer	☐	☐	☐ *13*
Conservationist or forester	☐	☐	☐ *14*
Dentist (including orthodontist)	☐	☐	☐ *15*
Dietitian or home economist	☐	☐	☐ *16*
Engineer	☐	☐	☐ *17*
Engineering technician	☐	☐	☐ *18*
Farmer or rancher	☐	☐	☐ *19*
Foreign service worker (including diplomat)	☐	☐	☐ *20*
Housewife	☐	☐	☐ *21*
Interior decorator (including designer)	☐	☐	☐ *22*
Interpreter (translator)	☐	☐	☐ *23*
Lab technician or hygienist	☐	☐	☐ *24*
Law enforcement officer	☐	☐	☐ *25*
Lawyer (attorney)	☐	☐	☐ *26*
Military service (career)	☐	☐	☐ *27*
Musician (performer, composer)	☐	☐	☐ *28*
Nurse	☐	☐	☐ *29*
Optometrist	☐	☐	☐ *30*
Pharmacist	☐	☐	☐ *31*
Physician	☐	☐	☐ *32*
School counselor	☐	☐	☐ *33*
School principal or superintendent	☐	☐	☐ *34*
Scientific researcher	☐	☐	☐ *35*
Social worker	☐	☐	☐ *36*
Statistician	☐	☐	☐ *37*
Therapist (physical, occupational, speech).	☐	☐	☐ *38*
Teacher (elementary)	☐	☐	☐ *39*
Teacher (secondary)	☐	☐	☐ *40*
Veterinarian	☐	☐	☐ *41*
Writer or journalist	☐	☐	☐ *42*
Skilled trades	☐	☐	☐ *43*
Other	☐	☐	☐ *44*
Undecided	☐	☐	☐ *45*
Laborer (unskilled)		☐	☐ *46*
Semi-skilled worker		☐	☐ *47*
Other occupation		☐	☐ *48*
Retired		☐	☐ *49*
Unemployed		☐	☐ *50*
Deceased		☐	☐ *51*

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION
COMMITTEE B

SURVEY OF FRESHMAN ADMISSION STANDARDS

The purpose of this questionnaire is to secure information from Illinois institutions of higher education relative to their policies and procedures in respect to admission of new freshmen students. These same questions were asked the institutions in 1962 so that this survey's purpose is to secure information that will note changes that might have occurred within the past six years. Answer each question yes or no in the appropriate column to the left by using a check mark.

Yes	No	
		1) Do your admission standards vary with the geographical origin of students? If four-year institution do you have different standards for out-of-state students and if two-year institution do you have different standards for out-of-district students?
		2) Do you require graduation from high school for admission? If explanation is needed do so here:
		3) Do you require a recommendation from an appropriate high school official (principal or counselor) for admission?
		4) Do you require a specific distribution of credits in high school work for admission?
		5) Do you require a minimum rank in high school class for admission?
		6) Do you permit a minimum score on entrance examination to substitute for the minimum rank in class if you require minimum class rank?
		7) Do you require a minimum high school grade average for admission?
		8) Do you require entrance examinations for admission?
		9) If yes, do you use these to determine admission eligibility?
		10) If yes, do you use these to determine appropriate course placement?

Yes	No	
		11) Do you consider that your institution follows a "selective" admissions policy? If explanation is needed Please do so here:
		12) Do you admit applicants who do not meet your stated admission requirements? If yes, explain basis upon which this is done.
		13) Do you charge an application fee?
		14) If yes, is it used to help pay tuition and fees when students register?
		15) If student does not attend your institution may he secure a refund of the fee?
		16) Must the student pay this fee at the time he files his application?

_________ 17) What is the dollar amount of your application fee?

18) If explanation of your application fee process is needed do so here:

Name of Institution (Indicate campus if more than one)

Name of official completing this questionnaire

Phone Number

Survey of Freshman Admission Standards - Committee B
November 1, 1968
Page 2

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION
COMMITTEE B

SURVEY OF UNDERGRADUATE CREDIT TRANSFER ADMISSION POLICIES AND PRACTICES

(For 2-year institutions)

The purpose of this questionnaire is to secure information from Illinois institutions of higher education relative to their policies and procedures in respect to transfer students. Exclude policies and procedures that your institution might have relative to special purpose programs for students such as adults, part-time, evening, or special student. Answer each question with a check mark or written response in the appropriate space provided. Most questions require only the use of a check mark to indicate a yes or no response.

I. Questions relative to your institution's definition of a transfer student.

Yes	No	
		1. Does your institution have a specific definition of a transfer student? If yes please write your definition:
		2. Do you classify as a transfer student, and review his admission on that basis, a high school graduate whom you have admitted as an entering freshman who then takes work somewhere else during the summer before entering your institution in the fall? If other, please explain:
		3. Do you classify as a transfer student a student who previously attended your institution, goes to another institution for a period of time, then seeks to return to your institution?
		4. Do you classify as a transfer student a student moving from one campus to another campus within your own institution?
		5. Do you classify as a transfer student a student who has received college credit through means other than attending college, such as extension or correspondence credit, College Board Advanced Placement or College Level Test credit, or credit earned concurrently while still attending high school?

Yes	No	
		6. Can selected high school students take courses in your institution for college credit? If yes, do you defer recording this credit until and unless they register in your institution? If you need to explain further do so here:
		7. The possibility of students being enrolled simultaneously in two or more institutions will increasingly occur. Do you have an inter-institutional policy covering these situations? If yes, what is your policy? If no, please explain how you handle the entry status of such a student:
		8. Does the classifying of a student as a transfer student rather than as an entering freshman impose limitations or disadvantages for him in any of the following areas:
		a. Admissions
		b. Financial Aid
		c. Orientation
		d. Athletics
		e. Housing

If any of these answers need explanation please explain:

II. Questions relative to specific aspect of your institution's transfer admission policy.

Yes	No	
		9. Do you require a minimal GPA for admission? If yes, what is it when computed on a 4.00 grade scale?

What additional requirements do you have for admission of transfer students?

10. What documents do you require?

Yes	No	
		a. Original transcript from each college attended?
		b. Original transcript from only the last college attended.
		c. High school transcript?
		d. Test scores?
		e. Recommendations. If yes, please explain who from,etc.
		f. Medical examination report?
		g. Disciplinary record?
		11. Do you admit any transfer student presenting a transcript showing him to be in good standing, irrespective of his GPA? If no, explain:
		12. Do you admit a student who is on academic probation? If your answer needs to be qualified, explain here, (including conditions of admission):
		13. Do you admit a student who was academically dismissed at his last institution? If your answer needs to be qualified explain here:
		14. Do you admit a student who is on disciplinary probation? If your answer needs to be qualified explain here:
		15. Do you admit a student who was disciplinarily dismissed at his last institution? If your answer needs to be qualified explain here:
		16. Do you admit transfer students to all terms (including summer sessions)? If no, please explain:

Yes	No	
		17. Do the same standards apply to all terms (including summer sessions)? If no please explain:
		18. Does a restriction on the number of transfer students that your institution can admit require you to follow higher standards in admission than the officially stated ones? If yes, please explain what your defacto method is.
		19. If your institution has colleges or academic divisions within it, do the same admission standards for transfer students apply to all of the units? If no please explain:
		20. Do the same admission standards for transfer students apply to all curricula? If no, please explain:
		21. If you have conditions surrounding the admission of students who were on academic probation or academic suspension at the last institution that have not been explained please do so here:
		22. Do you have different admission policies for transfer students who are veterans of service intervening between their last college attendance and application to your school? If yes, please explain:
		23. Do you have different **and/or** additional admission standards for physically disabled students who seek to transfer than those you apply to all students? If yes, please explain:
		24. Do you have different admission standards for disadvantaged students who seek to transfer than those you apply to all students? If yes, please explain:
		25. Do you admit students on transfer from non-accredited institutions on the same basis as you do from accredited institutions? If no, please **explain the difference.** If you use a conditional admission please state the specific conditions:

Yes	No	
		26. Do you have different admission policies for admission to baccalaureate oriented, occupational oriented, general education, and adult education programs? If different, please explain:
		27. Do you have different admission policies for part-time and night students than those for regular transfer students? If different please explain:
		28. Do you have different admission policies for out-of-district transfer students than for your district students? If yes, please explain:
		29. Do you require a non-high school graduate transfer student to graduate from high school before you will admit him?

IV. Questions relative to your institution's evaluation of credit policies and procedures:

Yes	No	
		30. Do you accept D grades? If there are limits or conditions please explain:
		31. Do you accept credit awarded by another accredited institution based on:
		a) Proficiency exams.
		b) Military service.
		c) College Board Advanced Placement Program exams.
		d) College Board College Level Examination Program exams.

32. Do you have special policies for acceptance of transfer credit from institutions which are not regionally accredited in any of the following categories:

Yes	No	
		a) Class I Illinois two-year institutions.
		b) North Central recognized candidates for accreditation.
		c) Institutions holding North Central Correspondent status.
		d) Other (specify)________________

If yes for any of the above categories, please explain:

33. What office(s) determines the following in reference to the transfer student? Write in your answer on the line to the left.

____________ Admission.

____________ Academic status.

____________ Number of hours yet needed to graduate.

____________ Specific courses yet needed to meet general education requirements.

____________ Specific courses yet needed to meet academic unit requirements (If your institution has internal academic units).

____________ Specific courses yet needed to meet major or curricula requirements.

34. When is the transfer credit evaluation totally completed?

____________ Prior to admission decision.

____________ After admission but before first enrollment.

____________ After first enrollment.

____________ Varies.

Yes	No	
		35. Does the student receive a copy of the complete evaluation (including the **five** items listed above)?
		36. Do you grant credit for courses for which you have no discernible course counterpart?

Yes ☐ No ☐ 37. Do you have a "forgiveness" policy, under special circumstances, for transfer work that is of low quality? If yes, please explain:

____

If yes, do you also have the same or comparable policy for your native students?

____

V. Miscellaneous Questions relative to transfer practices.

Yes ☐ No ☐ 38. Do you show disciplinary status on your transcripts? If no, how can a receiving institution secure this type of information from your institution?

____

____
Institution (Indicate campus if more than one)

____
Name of official completing the questionnaire

Survey of Undergraduate Credit Transfer Admission Policies and Practices (2) - Committee B.
November 1, 1968

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION
COMMITTEE B

SURVEY OF UNDERGRADUATE CREDIT TRANSFER ADMISSION POLICIES AND PRACTICES

(For 4-year institutions)

The purpose of this questionnaire is to secure information from Illinois institutions of higher education relative to their policies and procedures in respect to transfer students. Exclude policies and procedures that your institution might have relative to special purpose programs for students such as adults, part-time, evening, or special student. Answer each question with a check mark or written response in the appropriate space provided. Most questions require only the use of a check mark to indicate a yes or no response.

I. Questions relative to your institution's definition of a transfer student.

Yes ☐ No ☐ 1. Does your institution have a specific definition of a transfer student? If yes please write your definition:

____

____

Yes ☐ No ☐ 2. Do you classify as a transfer student, and review his admission on that basis, a high school graduate whom you have admitted as an entering freshman who then takes work somewhere else during the summer before entering your institution in the fall? If other, please explain:

____

____

Yes ☐ No ☐ 3. Do you classify as a transfer student a student who previously attended your institution, goes to another institution for a period of time, then seeks to return to your institution?

Yes ☐ No ☐ 4. Do you classify as a transfer student a student moving from one campus to another campus within your own institution?

Yes ☐ No ☐ 5. Do you classify as a transfer student a student who has received college credit through means other than attending college, such as extension or correspondence credit, College Board Advanced Placement or College Level Test credit, or credit earned concurrently while still attending high school?

Yes ☐ No ☐ 6. Can selected high school students take courses in your institution for college credit? If yes, do you defer recording this credit until and unless they register in your institution? If you need to explain further do so here:

____

Yes ☐ No ☐ 7. The possibility of students being enrolled simultaneously in two or more institutions will increasingly occur. Do you have an inter-institutional policy covering these situations? If yes, what is your policy? If no, please explain how you handle the entry status of such a student:

____

8. Does the classifying of a student as a transfer student rather than as an entering freshman impose limitations or disadvantages for him in any of the following areas:

Yes ☐ No ☐ a. Admissions
Yes ☐ No ☐ b. Financial Aid
Yes ☐ No ☐ c. Orientation
Yes ☐ No ☐ d. Athletics
Yes ☐ No ☐ e. Housing

If any of these answers need explanation please explain:

____

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____

____

II. Questions relative to specific aspect of your institution's transfer admission policy.

Yes ☐ No ☐ 9. Do you require a minimal GPA for admission? If yes, what is it when computed on a 4.00 grade scale?

____

What additional requirements do you have for admission of transfer students?

____

10. What documents do you require?

Yes ☐ No ☐ a. Original transcript from each college attended?
Yes ☐ No ☐ b. Original transcript from only the last college attended.
Yes ☐ No ☐ c. High school transcript?
Yes ☐ No ☐ d. Test scores?
Yes ☐ No ☐ e. Recommendations. If yes, please explain who from, etc.

____

____

Yes ☐ No ☐ f. Medical examination report?
Yes ☐ No ☐ g. Disciplinary record?

Yes ☐ No ☐ 11. Do you admit any transfer student presenting a transcript showing him to be in good standing, irrespective of his GPA? If no, explain:

____

Yes ☐ No ☐ 12. Do you admit a student who is on academic probation? If your answer needs to be qualified, explain here, (including conditions of admission):

____

Yes ☐ No ☐ 13. Do you admit a student who was academically dismissed at his last institution? If your answer needs to be qualified explain here:

____

Yes ☐ No ☐ 14. Do you admit a student who is on disciplinary probation? If your answer needs to be qualified explain here:

____

Yes ☐ No ☐ 15. Do you admit a student who was disciplinarily dismissed at his last institution? If your answer needs to be qualified explain here:

____

Yes ☐ No ☐ 16. Do you admit transfer students to all terms (including summer sessions)? If no, please explain:

____

Yes ☐ No ☐ 17. Do the same standards apply to all terms (including summer sessions)? If no, please explain:

____

Yes ☐ No ☐ 18. Does a restriction on the number of transfer students that your institution can admit require you to follow higher standards in admission than the officially stated ones? If yes, please explain what your defacto method is:

____

____

Yes No

19. If your institution has colleges or academic divisions within it, do the same admission standards for transfer students apply to all of the units? If no, please explain:

____

20. Do the same admission standards for transfer students apply to all curricula? If no, please explain:

____

21. If you have conditions surrounding the admission of students who were on academic probation or academic suspension at the last institution that have not been explained, please do so here:

____

22. Do you have different admission policies for your out-of-state transfer students than in-state? If yes, please explain:

____

23. Do you have different admission policies for transfer students who are veterans of service intervening between their last college attendance and application to your school? If yes, please explain:

____

24. Do you have different and/or additional admission standards for physically disabled students who seek to transfer than those you apply to all students? If yes, please explain:

____

25. Do you have different admission standards for disadvantaged students who seek to transfer than those you apply to all students? If yes, please explain:

____

26. Do you admit students on transfer from non-accredited institutions on the same basis as you do from accredited institutions? If no, please explain the difference. If you use a conditional admission please state the specific conditions:

____

27. Do you use the same admission standards for students transferring from two year institutions as from four year. If no, please explain:

____

____

28. Do you require students starting at two-year institutions to continue there for a period of time before you will consider them for admission to your institution? If yes, please explain your conditions:

____

29. Do you admit a student who has earned an Associate Degree on a basis different than one who has not earned the degree? If yes, please explain:

____

30. Do you have different admission policies for non-degree and extension students as for baccalaureate degree students? If different please explain:

____

31. Do you have different admission policies for part-time and night students than those for regular transfer students: If different please explain:

____

32. Do you require a non-high school graduate transfer student to graduate from high school before you will admit him?

IV. Questions relative to your institution's evaluation of credit policies and procedures:

Yes No

33. Do you accept D grades (or equivalent)? If there are limits or conditions please explain:

____

Yes No

34. Do you have a maximum number of hours that you will accept upon transfer from a two-year institution? If yes, please explain:

____

35. Do you accept credit toward the baccalaureate degree from two-year institutions for work taken in terminal or vocational curricula?

36. If yes, do you accept it on the same general basis as for baccalaureate oriented curricula? If no, please explain the difference:

____

37. Do you accept credit awarded by another accredited institution based on:

- a. Proficiency exams.
- b. Military Service.
- c. College Board Advanced Placement Program exams.
- d. College Board College Level Examination Program exams.

38. Do you have special policies for acceptance of transfer credit from institutions which are not regionally accredited in any of the following categories:

- a. Class I Illinois two-year institutions.
- b. North Central recognized candidates for accreditation.
- c. Institutions holding North Central Correspondent status.
- d. Other (Specify)____________________

If yes for any of the above categories, please explain:

____

e. Do you consider your general education requirements to have been met without further check if a student has graduated from a two-year institution with an Associate degree in a baccalaureate oriented program?

39. What office(s) determine the following in reference to the transfer student? (Write in your answer on the line to the left).

________________ Admission

________________ Academic status

________________ Number of hours yet needed to graduate.

________________ Specific courses yet needed to meet general education requirements.

________________ Specific courses yet needed to meet academic unit requirements. (If your institution has internal academic units)

________________ Specific courses yet needed to meet major or curricula requirements.

40. When is the transfer credit evaluation totally completed?

____ Prior to admission decision.

____ After admission but before first enrollment.

____ After first enrollment.

____ Varies.

Yes No

41. Does the student receive a copy of the complete evaluation (including the five items listed above)?

42. Do you grant credit for courses for which you have no discernible course counterpart.

43. Do you have a "forgiveness" policy, under special circumstances, for transfer work that is of low quality? If yes, please explain:

____

If yes, do you also have the same or comparable policy for your native students?

____

V. Miscellaneous Questions relative to transfer practices.

Yes No

44. Do you accept credit for work taken at a two-year institution after the student has reached junior status? If yes, please explain any restrictions:

____

Yes No

45. Do you show disciplinary status on your transcripts? If no, how can a receiving institution secure this type of information from your institution?

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Institution (Indicate campus if more than one)

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Name of official completing the questionnaire

Survey of Undergraduate Credit Transfer Admission Policies and Practices (4) Committee B.
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